

Rally orderly and rational; proposed liberation bombs

Full house listened, went home

By DAN JAMIESON

The proposed liberation of the Arts building fell flat Wednesday, when the Student Defense Committee failed to get their action out of SUB theatre.

The failure of the speakers to call for the estimated 800 students to march on the office of Dean Smith to present student demands to the administration, after the SDC had decided to do so is still unexplained.

"I guess Ron MacDonald, (one of the speakers), liberalled out," said Jon Bordo, one of the planners of the confrontation.

The march and the ensuing presentation of demands had been planned to protest the recommendation of professor Gordon Hirabayashi to the Dean's Tenure Committee that two professors be denied tenure, the universities holding secret files on all of its students, faculty and administrators, and the lack of student involvement in tenure decisions.

The liberation was to have opened up the classrooms in the Arts building for the purpose of discussing issues of importance to the students, and the carrying on of unstructured seminars on a variety of subjects of interest to the students.

Members of the SDC were disappointed in the failure of the liberation and march to materialize, but they were no more put out than the administrators, who had gone to the trouble of removing their files from the offices in the Arts building.

The liberation was to have been

the climax to a week filled with SDC activity.

It began Monday morning, when a group of 40 students confronted the University president Walter Johns to discuss secrecy of files, the Whiteside-Fisher case, and "other matters of interest to the students."

Tuesday morning the SDC stumbled on the meeting place of the Faculty Tenure Committee. In spite of orders to stay out of the meeting, they entered with the intention of observing the proceedings of the committee. When they refused to leave, the committee meeting was adjourned.

Later in the same afternoon Ron MacDonald and Jon Bordo, leading members of the SDC, were allowed to address the General Faculty Council. The highlights of that meeting are reported in another story in today's paper.

Students trying to shift classes from the Arts building to other buildings on campus so the liberation would not disrupt classes were rebuffed by the administration Tuesday.

L. P. Morgan, the university's associate registrar, told students they would not be allowed to use the lists for the purpose of relocating classes because classes could only be relocated with the approval of the GFC.

Though the lists are generally made available to students, Ron MacDonald and Jon Bordo were denied access to the lists because of "the purpose for which the lists were to be used."

In spite of this action, SDC members had managed to get the agreement of professors to clear the

classrooms for Wednesday afternoon, so the liberation could carry on for at least one afternoon.

"The administration forces us to disrupt classes," said Jon Bordo at a meeting Thursday. Now it looks like no one is going to disrupt anything, at least not for the time being.

Though Ron MacDonald did not call for a march or lead the liberation as planned, he did say SDC members would be going to the arts building at 5 p.m., after classes had ended, and he invited other students to join them for the "discussion of the issues."

Jon Bordo, who originally presented the idea of a liberation to the SDC, however, said that students shouldn't bother going to the Arts building.

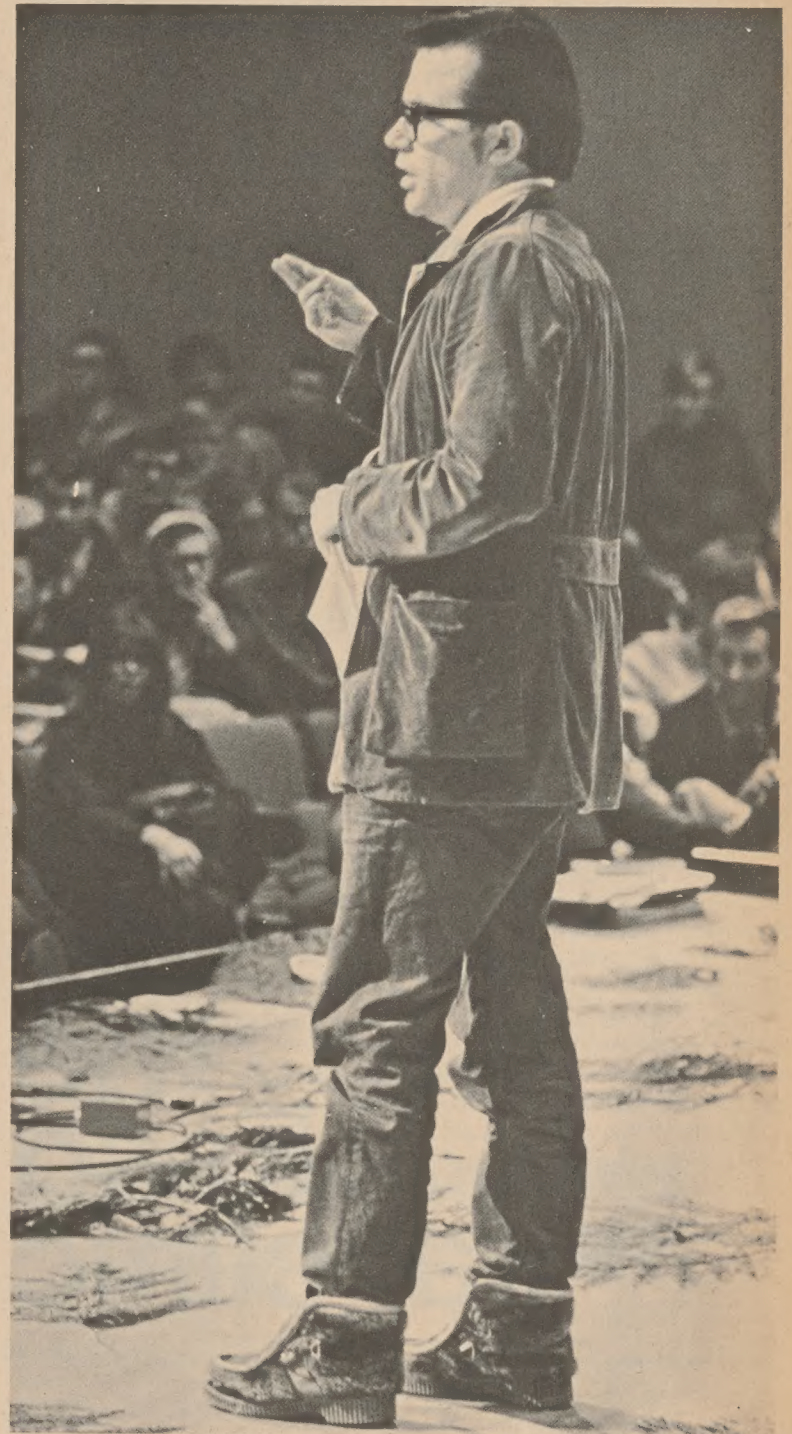
"Go out and talk to these people, (administrators), and try to get some answers," was Bordo's advice.

The only speech which went unheckled, and which received the largest ovation at the rally, was that of Marilyn Pilkington. Speaking from the floor, she outlined the procedural rules governing the tenure committee, and she pointed out that procedure had hardly begun yet.

Professor Seth Fisher, one of the professors against whom the recommendation was made, replied from the floor, saying the procedure was, in this case being misused.

Ron MacDonald further stated that "while we play the procedural waiting game, professors Fisher and Whiteside are eliminated from this campus."

Roger Wade, an assistant professor in the Department of Sociology, kicked the meeting off with a review of the events in the sociology department which led to the recommendations of Prof. Gordon Hirabayashi, head of the department, that Fisher and Whiteside be denied tenure.



RON MacDonald

... explained issues as he saw them

In ed building Wednesday

No Bomb, No Comment

The education building was evacuated Wednesday morning after an anonymous call was received by the city police that a bomb had been placed in the building.

Firemen and campus security officers checked the 10-storey structure floor by floor until the all-clear was sounded about noon.

At 10:50 a.m., the campus patrol had cleared all but two floors. As classrooms were checked, students returned to their classes. C. A. Breakey, head of campus security, said in a statement released through the public relations office about that time that "the fire people have been dismissed and sent

back to the fire station."

Faculty and non-academic staff had been requested to report "any strange objects or articles they may observe which could be the alleged bomb."

Mr. Breakey refused comment on the situation to The Gateway. He said when contacted by phone that he was unhappy with articles published in the paper in connection with the police. For this reason, he said, all information must come from the public relations office. That office reported it had experienced its own difficulties in obtaining information from Mr. Breakey on the threat and evacuation.



JON BORDO OF THE SDC

... a thousand students and nothing happened

—Steve Makris photos

Public hearing here

The Edmonton public hearings of the Commission On The Relations Between Universities and Governments opened Wednesday afternoon on campus.

As part of the commission's efforts to rethink or redefine the role of Canadian universities, it was expected to receive briefs from The Alberta Teachers' Association, The Alberta Universities Commission, U of A President Walter Johns, U of A students' union presi-

dent Marilyn Pilkington, the students' union, The Alberta Federation of Labour and Prof. Willard Allen from the chemistry department here.

The commission is attempting to find the proper balance between autonomy and state control as well as methods to obtain that balance.

A complete report of the proceedings, sponsored by AUCC, CAUT, CUS and UGEC, will be published in Tuesday's Gateway.

short shorts

SCM Debate: University-Authoritarian or Democratic?

SCM is sponsoring a forum on the topic "Is the University Authoritarian or Democratic?" Friday noon in SUB Theatre. Speakers invited are: Dean Smith; Dr. Seth Fisher; Prof. Don White-side and G. K. Hirobayashi.

TODAY
U OF A FENCING CLUB
There will be a Fencing Club meet-ing at 7:30 p.m. in the Dance Gym, phys ed. Been taking a fencing class? Be as sure duel enjoy joining the Club.

FRIDAY
STUDENT CINEMA
Student Cinema presents "Who's Afraid of Virginia Woolf?" at 7 p.m. and 9:30 p.m. in SUB Theatre.

B'NAI B'RITH HILLEL
Sinai Rome, the Israeli Charge d'Affairs and acting Israeli Ambassa-dor to Canada will speak at 1:30 p.m. in SUB 142.

PUBLIC LECTURE
The Department of Germanic Lan-guages is sponsoring a public lecture given by Professor Hans Reiss, visiting lecturer from McGill University. He will speak on "Kafka and the Modern European Novel" in TL-12 at 8:30 p.m.

4 p.m.; and Sunday from 1:30 p.m. to 3:30 p.m. There will be a party Satur-day from 8 p.m. to 11:30 p.m. Special guest instructors will be Dr. and Mrs. Hugh Thurston of Vancouver. Fees: \$1/session. Party: \$1. Open to every-one.

A COEUR JOIE
The St. John's College Chantamis and Les '67 de Bonnaville present "A Coeur Joie", Saturday at 8:30 p.m. in SUB Theatre. Tickets are students \$1 and adults \$1.50 and may be re-served or bought at the door.

WEST INDIAN SOCIETY
The West Indian Society presents an evening of entertainment in Room at the Top from 9 p.m. to midnite Satur-day. Refreshments including typical West Indian dishes will be on sale.

HINDI MOVIE
The Indian Students' Association presents a film called "Yeh Rastey Hain Pyar Ke" Saturday at 7:30 p.m. in TL-11. Admission: Members \$1; non-members \$1.50.

CHAMBER MUSIC CONCERT
A Chamber Music Concert will be held Sunday at 3:30 p.m. in the Ed-monton Public Library. Works by Schumann, Kodaly and Shostakovich will be performed. Admission free.

PIANO RECITAL
There will be a piano recital in Convocation Hall at 4:30 p.m. Monday featuring Irene Kunda.

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GFC drops soc problems

By RONALD YAKIMCHUK

The employment problems of Seth Fisher and Don Whiteside were brought into the General Faculty Council Monday and GFC found these professors were to blame for their problems.

While GFC had not put this item on its agenda, chairman Dr. Walter Johns, when asked by visitors' gallery member Jon Bordo, stated that it could be brought up if one of the GFC members would do so.

The Student Defence Committee, as the students protesting on Fisher's and Whiteside's behalf call themselves, then called Marilyn Pilkington, student representative on GFC, out of the meeting and confronted her.

They asked her to request GFC to hear speakers from the committee and she agreed to do so. But she emphasized she did not necessarily support what they would say.

At the end of the meeting, Miss Pilkington's request was granted and poli sci student Ron Macdonald outlined the student view of the situation. (For more detail, see The Gateway, Feb. 25.)

"We believe this is political repression taking place against radical students, and we believe this is taking place with the tacit consent of the administration," said Macdonald.

He then stated that since radical students are often charged with criticizing but not suggesting alternatives he would take it on himself to suggest a few.

He suggested that:

- GFC give serious consideration for student parity on all committees to do with hiring, firing, tenure and promotion.

- GFC instruct the university not to keep secret files on any member of the university community and;

- GFC decide that meetings of the tenure committees be held open to the public.

John Bordo then rose to condemn President Walter Johns for discriminating against radical students.

He concluded with, "The onus is on you, gentlemen, to prove to us this is an academic community and not a training ground."

Dean Douglas Smith and Dr. Johns replied for the GFC. Regarding the sociology proceedings,



THIS IS CONFRONTATION
... Marilyn Pilkington, Jon Bordo (2nd left),
Ron Macdonald (far right)

Dean Smith said, "The procedures are being followed impeccably."

Regarding secret files, "We all know there are all manner of letters obtained from all manner of persons. This material I regard as confidential."

"My view is that certain of this material is of no concern to the tenure committee, but they may decide otherwise and this information should be available," he said.

As for Dr. Johns, he replied to the charges saying, "I will refrain from taking up your time by refuting Mr. Bordo's charges, except for one thing. They were all false."

The meeting closed with the stu-

dents filing out and calling "chicken" to the faculty.

Other GFC business was:

- A sub-committee to set the terms of reference for a study of teaching at U of A was approved. GFC also asked students' council to appoint a student to this committee.

- A decision to permit Camrose Lutheran College to offer second year courses was postponed, therefore delaying for at least one year the chances of that school offering second year courses.

- GFC were reminded that the no smoking in classes regulation was being broken too frequently. It was stated the rule was made out of consideration for the health of others.

- A motion by Marilyn Pilkington asking GFC to ask instructors to give class time to the filling out of course guide forms was passed, but a motion to have the names of instructors and the course sections they teach included in the registration booklet was defeated.

- The course guide came under severe criticism, but a motion by Prof. Richard Frucht to disassociate GFC from the course guide was ruled out of order after a ruling was called for by the chair.

- GFC also decided that in future each faculty should decide on whether English or Latin should be used in the wording of its diplomas.

WUS delegates needed

World University Service will hold its international seminar for the first time in Canada.

Usually, the International Symposium is held in an overseas country but this conference will be held in Rochdale College, Toronto from May 18 to 31.

The symposium titled "Count-down" will discuss the topics of Problems in the Third World, the Relationship Between Industrial-

ism and the Third World, An Analysis of Industrialized Society and the Future Environment of Man.

Twelve students from U of A are eligible to attend the Symposium as official delegates. Applications are available at the Students' Union reception desk, second floor, SUB. Deadline for applications is March 7. For further information, contact Rachele Cournoyer at 433-3360.

Waterloo Students' Council donates to SGW arrested

WATERLOO (CUP)—The University of Waterloo Student Council Monday allocated \$10,000 bail money to be forwarded to students arrested at Sir George Williams University earlier this month.

The motion passed overwhelmingly and brought loud cheers and applause from some 250 student spectators.

The council voted the money and condemned the Canadian bail system after a Toronto area student arrested in the computer centre addressed them.

He said the high bail set in Montreal courts totalled over \$100,000 and many of the people arrested could not raise enough money to bail themselves out.

One student councillor, summing up the council position said: "It's not the issue whether the demonstrators were right or wrong that's

in question. It's our duty as students to help these kids out of jail."

When one councillor expressed fear that money would not be returned, a student spectator yelled: "We can trust our brothers at Sir George to return our funds if we help them."

The Waterloo Council decided months ago to provide bail for any Waterloo student arrested on any charge. Monday, it reaffirmed its stand that the Canadian bail system was weighted against the poor.

The meeting was the first for the newly-elected "moderate" council.

West Indian Week Agenda

West Indian Week takes hold of Edmontonians from March 1 to 7. All West Indians and interested persons are invited to attend. The schedule of events is as follows:

Calypso Coffee House: Saturday, 8 p.m. in Room at the Top

Official Opening: Sunday, 8 p.m. in Dinwoodie Hall

West Indian Folklore Teach-in: Monday, 8 p.m. in SUB theatre

Focus on Exhibition: Tuesday and Thursday in SUB 140 with a steelband, calypso and film feature at intervals.

Variety Concert: Wednesday in SUB Theatre with limbo, calypso, folk songs and dances as well as a glimpse at the ethos of the West Indians.

Prof's tenure not renewed

Reliable sources report that Prof. J. C. Powell has been denied renewal of his contract for the next year in the Faculty of Education.

When asked about this, Prof. Powell said: "I do not feel that any statement could be made while Dean Coutts is away."

Educational Psychology department head, Dr. B. R. Corman stated on behalf of associate dean Dr. W. D. Neal, "Mr. Powell does not want any more publicity in relation to this matter."

Research into the matter will be completed when the Dean returns.

Malcolm Muggeridge will punch it to us

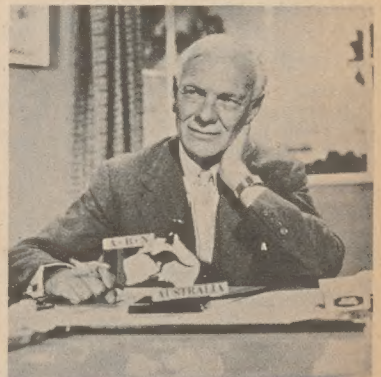
Malcolm Muggeridge, Chancellor of Edinburgh University, satirical commentator on our times, and noted British journalist will speak March 3 on "English and Americans."

Mr. Muggeridge was editor-in-chief of Punch for five years, and since his resignation in 1957 he has won even greater fame with his books "The Most of Malcolm Muggeridge" and "London A La Mode".

Mr. Muggeridge writes regularly for such publications as The Observer in England and Esquire in the USA, and also for the British Broadcasting Company.

He is a favorite lecturer with American audiences and has been called Britain's most entertaining, irreverent, impertinent, and incisive contemporary critic.

He will lecture in Dinwoodie at 8 p.m. Admission will be 50 cents.



MALCOLM MUGGERIDGE

Jose Feliciano

Jose Feliciano will highlight the Miss U of A Pageant Thursday, March 6, in the Jubilee Auditorium.

The Jose Feliciano Show is a two-hour show which includes a back-up act. Jose who was born totally blind performs with his seeing eye dog on stage. Jose is internationally known and has had two hits—Light My Fire and High Heel Sneakers. These songs bring out his own style of "soul". This promises to be the show of the year in Edmonton.

Miss U of A will be crowned at the performance by last year's queen Dianne Heatherington.

Tickets are available at SUB Information Desk for \$2.50, \$3.00, and \$3.50.

highlights show

First arts union general meeting to be held Thursday

The Arts Union will hold its first mass meeting Tuesday at 3:30 p.m. in TL-11.

The union came into existence January 23 at a general meeting which about 150 attended.

"The Arts Union will be a voluntary union. All decisions regarding policies and demands will be made by vote after discussion," said Ron MacDonald, a member of the ad hoc "steering committee"

which has representatives from all arts departments.

The tentative agenda for discussion at the meeting is as follows:

- the report of the Committee on Student Participation
- the aims of the Arts Union
- the election of a permanent steering committee
- the denial of tenure to professors Donald Whiteside and Sethard Fisher

Attention staffers

Anyone who has done anything for Gateway in the past year is expected to be in the Gateway office at 7 p.m. Tuesday for the staff picture of the year.

Harvey welcomes thee.

Official notice Arts Election

Students in the Faculty of Arts will elect their representative on council, Friday, Feb. 28, 1969.

Pools will be located in: Tory Bldg., Arts Bldg., and SUB, from 9 a.m. until 5 p.m.

Election rally will be held Thursday, Feb. 27 at 12:30 p.m. in SUB theatre.

Returning Officer Ken Newington,

STAFF THIS ISSUE—Countdown—third-last press night of the year and already the handsome, lovable, cuddly male staff were feeling restless. However they managed to sublimate very well in an unofficial keg-tossing contest. Watching the keg fly by were Ina van Nieuwkerk, Judy Griffiths, Peter Johnston (keg tossing champion), Catrina Sinclair, Bob Anderson, Dave (Shorty's Developer) Hebditch, Hiro Saka, Brian Campbell, Lynn Hugo (this week's Flying Fickle Fingernail of Fate), Al the Beard Scarth, Cathy Morris, Joe Czajkowski, Ken Bailey, Phil Lenko, Dale Rogers, B.S.P. Bayer (Diddled by the Deadly Digit of Destiny), Terry Pettit, Judy (Scoop) Samoil, Steve Makris (looking just adorable in his frosh beanie), and yours truly, in my sleeveless sweatshirt, Harvey G. Thomgirt.

Final copy deadline for the Tuesday edition—8 p.m. Sunday, advertising—noon Thursday prior, Short Shorts—5 p.m. Friday. For Thursday edition—8 p.m. Tuesday, advertising—noon Monday prior, Short Shorts 5 p.m. Tuesday. Casserole advertising—noon Thursday previous week. Advertising manager: Greg Berry, 432-4329. Office phones—432-4321, 432-4322. Circulation—12,000.

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Editorial

The university seminars may be in trouble

There seems little doubt the student-faculty-administration seminars scheduled for next Wednesday will be a complete and utter bomb.

The seminars, originally proposed by Gateway columnist Brian Campbell, were intended to air a little of the dirty laundry within the university and provide at least some communications between the three segments involved.

Maybe the faculty and administration know about the seminars. But the students don't. Besides, the seminars couldn't possibly be held at a more inopportune time.

Consider the average student—because the whole university functions around the average student. The radicals and other minority groups only make the place more exciting for the average guy—the radicals don't make it function.

The average guy is going to take advantage of a Wednesday holiday in this way. Since Friday is spring break, a student can get a five-day weekend while missing just one day of classes which is Thursday. So who in their right mind is

willing to spend a whole day talking about university matters.

Many, many students will be heading for Banff, Jasper and Edson for a few days of skiing and then come back and get a weekend of studying done in preparation for midterms.

Others are going to make use of the break to catch up on term papers due in the next little while.

Besides, nobody knows the issues to be discussed at the seminars. Students don't even know the location of the seminars or how to get any information on them. In this office, we obtained information on the seminars early this week.

It would be advisable that the group running the seminars plead guilty to mismanagement and postpone the seminars for at least a week. They could have two days to hold the seminars—one morning and one afternoon of separate days within a week. This way, students could grasp basically the issues being discussed in the first seminar and prepare for discussion in the next.

Teachers are required also

Many feel too much emphasis is being placed on research ability when hiring university professors. Great universities can be both research institutions and teaching institutions.

Undergraduates suffer the most from lack of good teachers and there are a goodly number of undergraduate students at this university. This lack may be reflected in our high undergraduate mortality rate, especially among the first year students.

At this university, advancement and hiring seems to be based on the number of research papers one

puts out and little or no consideration is given to teaching ability. Perhaps it would be good policy to also hire professors who are good teachers first, and researchers second.

What are the aims of the university—to train everyone to become research workers or to provide a general education for those who wish, and further specialization for the few?

Perhaps a clarification of university policy is necessary. In fact, faculties being the independent bodies they are, it would be interesting to hear the views of various deans on this matter.

(From the Student Christian Movement)

The Whiteside—Fisher controversy is a matter having implications that go far beyond the question of these two men's future. As most of us are aware of by now, the Chairman of the Sociology department, Dr. Hirabayshi, has made the following recommendations: (1) Prof. Seth Fisher be denied tenure at this time, and (2) Prof. Don Whiteside not be granted a renewal of his two-year contract.

These two men are not being axed because of poor research or teaching ability. As even the letters from Chairman Hirabayshi admit, both men were quite acceptable in both research and teaching ability.

Rather, they are being axed because of a vague clause on Page 9 of the Faculty Handbook which reads:

"A successful candidate also should have shown that he is capable of working effectively as a member of this department and of the university."

As the letters show quite clearly, Chairman Hirabayshi has used this unfortunately vague clause to get rid of Fisher and Whiteside, not for being disruptive, but simply for holding and stating minority views.

That is where our concern should be focused. If these two men can be removed simply for holding and expressing what happens to be a minority view, then what implications follow regarding academic freedom in this institution as a whole, and in relation to other individuals, student and faculty, in particular?

Is this a place where critical dialogue takes place and is encouraged, as seems a minimal requirement for a university? Is this a place where change can happen through 'proper' channels? Or is it to be

a place where the slogan reads forever, "No change wanted; only the status quo need apply." Because that's what the issue is here. If two men can be removed for holding minority views, then how many others, no matter what their views, will quietly shut up for reasons of fear? How many of you in fact know, or are, a student or faculty member who for reasons of pressure feels less than free to speak and act his own views?

Do not become confused about what this means. If there are people who should be removed for whatever reasons, then this institution owes itself the morality and dignity of removing them openly and legally. Any other method legitimizes extra-normal channels of dissent. Such as are now taking place. If, as Dean Smith, Faculty of Arts, constantly reiterates, all of the proper channels and procedures have been followed in this case, and if he cannot see anything wrong with secret files from which he and a few others choose selective material at their discretion, then we suggest that his stand in itself shows the futility of going through normal channels. Because if we are to take him seriously, as his position warrants, then it is precisely the normal channels which must be challenged and changed.

We believe there is still room for a rational attempt to get to the bottom of this problem. If you do too, then come to the Student Christian Movement Forum this Friday, at noon, in the SUB Theatre for a discussion of the topic: **IS THIS UNIVERSITY DEMOCRATIC OR AUTHORITARIAN?**

The following speakers have been invited:

- Dr. Hirabayshi; chairman, Dept. of Sociology
- Dr. Smith; Dean, Faculty of Arts
- Dr. Fisher; Faculty, Dept. of Sociology
- Dr. Whiteside; Faculty, Dept. of Sociology.

The university administration and its secret files

By PETER BOOTHROYD

When some 30 students visited the office of the Dean of Arts last week to debate the Fisher-Whiteside case, several aspects of Administrative procedure came to light. Among the frightening items discovered was the fact that the Dean, like all other Deans, is in possession of files on students and faculty which the people concerned are not allowed to see.

Like the CIA, RCMP, or KGB, the university holds secret files on each of its employees and students. Just what these files contain, few of us are privileged to know. But on the basis of a number of reports and incidents, it seems fair to suggest that the files can contain any or all of the following:

- results of psychological tests—including even psychological tests ostensibly administered "solely for research purposes"; e.g., the questionnaire issued by the Department of Psychology to incoming freshmen in 1967.

- gratuitous comments made by professors regarding graduate students and kept in departmental files.

- "confidential" evaluations of student teachers—confidential, that is, until an interested employer comes along.

- resumes of interviews at Student Counselling: these are never released as such, we are told, but recommendations on the basis of these files may be given to other universities or prospective employers.

These files are useful to the administration in a number of ways. Decisions on tenure or contract renewal can be made on the basis of secret information such that the professor in question has no means of refuting claims made regarding his competence. This effectively cuts short protracted disagreements about the merits of any given case, but it is efficiency at the expense of civil (or organizational) safeguards for the individual.

Secondly, the very existence of these files creates a subtle pressure on staff and students to toe the line.

Thirdly, secret files are useful for the university's external relations. Department heads or Deans can write to one's

prospective employers letters of recommendation which have the stamp of authenticity through loose allusions to the subject's activity at the university—primarily his academic and psychological progress. Any similarity between the person described in such letters and actual persons living or dead is accidental. But the employer is led to believe the university is doing its proper job of screening people for its labor force. Happy with this service, the business promotes the university and supports its fund drives.

The idea that secrecy protects the individual student or professor is nonsense. If in fact the files were confidential for the benefit of the person concerned, they would be open to that person. Further, procedures would be available to him whereby he could dispute the validity of the claims made regarding his activities, history or competence. Limits would be set on the kinds of impressionistic comments allowable in such files, on the kinds of data relevant to documentation of academic progress, and on the time period for which information about a person's early career would be kept.

The individual concerned would have control over the use to which his files were put, and would be kept informed of all who saw his files. Without such safeguards, abuse of files is too easy. Students and faculty have no means of assuring that privacy is guaranteed or of confronting false accusations made without their knowledge.

Some people argue that letters of recommendation, for instance, would lose their significance if files were made open to the person concerned. This implies that a letter writer has not the courage of his convictions about the reference. It may be stretching the point, but for the life of me I cannot see why letters of recommendation should be kept secret from the persons in question any more than should evidence in a court of law. As a matter of fact, on the basis of this principle, many professors insist on showing their recommendations to the person concerned.



"All right, all right! I promise you you'll have a bigger say in running the flock"

Rights protected?

Confidential information released to employers

The Editor;

Over a number of years a large body of personal information about an individual is obtained by university administration. Just how confidential is this information?

It has come to my attention, quite by accident that the Faculty of Education and the Edmonton Public School Board have violated my rights with respect to student teaching. It was my understanding that information regarding performance during student teaching would not be given to anyone without my written permission.

In an interview with the EPSB, no reference what so ever was made to my student teaching, nor was I asked to sign a release form permitting this Board to obtain such confidential information.

During a review of my student teaching performance with my

faculty consultant, it was discovered that my evaluation cards were missing. A check with the Field Experiences Office revealed that my cards had been pulled and set aside for a personnel officer of the EPSB.

On what or whose authority did the EPSB act? Certainly not mine. Or, for that matter, what promoted the Faculty of Education to allow this to happen?

Are my rights being protected, or is confidential just another word.

It is my suggestion that the Student Grievance Committee conduct an investigation into this matter. Perhaps others have had their rights abused unknowingly.

Ellory Yurchuk
ed ad 1

PS: As a result, I have withdrawn my application from the Edmonton Public School Board.

This is page FIVE

Beware of labels they can be meaningless

The Editor;

Everywhere nowadays we hear words like socialist, capitalist, communist, reactionary, democrat, etc, bandied around on campus but they seem to mean different things to different people. It is suggested that we should judge a procedure, system, etc. on its merits, not on its label.

For instance, it is being advocated in certain quarters that the so-called "capitalist" system of Canada be done away with. Are the so-called "radicals" who are advocating this sure that this is really what they want? Perhaps it is extension of the system to include the one-fifth (approximately) who are at present poor and under-privileged that is needed more than its abolition. Some time ago the leader of the so-called Progressive Conservative party was speaking in favour of a guaranteed income for everyone. This is what the Socialists in many other parts of the world have been advocating for a long time; but their system very often does not allow them to afford it. The present Canadian system may be able to afford it because, for instance, after taxable earnings of \$400,000, more than 80 per cent of the remainder is taken away in the form of income tax. It is noteworthy that when, not so long ago, income tax was first advocated, it was violently objected to by many and labelled as rampant socialism.

Another illustration can be given by the fact that the so-called conservative students of The University of Alberta here already got more student representation, from Board of Governor down to faculty committees, than most if not all other universities in Canada. The classical

retort to this by the all or nothing "activist" is that such representation is just tokenism. Here again one can be confused by labels. What one may call "tokenism" another may call "the thin edge of the wedge". Many drastic functional changes started by inserting the thin edge of a wedge.

All systems have their injustices. We are in favour of fighting injustices and inequities wherever they exist. One method of positioning oneself for doing this, which is worthy of consideration, is advocated by Hoving in the February 1966 issue of *Pace*.

I'll give you Hoving's Law. Fight, challenge and struggle, but—this is the subparagraph of the Law and very important—become the Establishment and beat the Establishment at its own game; not by attacks and constant criticisms or abrasive chatter all the time but by getting into the Establishment and changing it. Make yourself indispensable to the Establishment. Know all about it, every rule, every law, every single one of the parliamentary procedures. Persuade, cajole and work partly in silence, partly in full outcry. Once you are in there with them and the door is closed behind you, learn the business, its strengths and its weaknesses. Then make the changes.

A sure way of not fighting injustices and inequities effectively is to abuse and obstruct those who, however "slowly", are.

C. A. S. Hyman
Associate Professor of
Sociology and Agricultural Economics

Are the SDU really SAU?

The Editor;

How can we reconcile the observations that the Students for a Democratic university appeared at the election rally bearing the "black and red flags of anarchy and revolution"? (Gateway, February 20, p. 3.)

Democracy or anarchy, which do they espouse? Is this another example of illogical and inconsistent thinking that has appeared so frequently in recent months? Or is it an intentional effort to confuse? Perhaps the group needs to redefine its objectives (assuming they were ever defined) or rename itself Students for an Anarchical University.

J. A. Robertson, Ph.D., P.Ag.,
Associate Professor of Soil Science

Afterthoughts of a campaign

The Editor;

I would like to take this opportunity to thank all the kind people who worked on my campaign and those who voted for me in the past election. It was a pleasure meeting so many students on campus and talking to them about student politics. It was a great experience and there was too much gained to be disappointed.

My opponent, Liz Law provided me with a fine example of how to run an effective campaign that had all the principles of integrity and efficiency. I wish her the best of luck in her role of Vice-President of Academic Affairs.

But The Gateway ran a shitty campaign to inform the students on campus. It lacked depth, and in general conducted itself like another Edmonton Journal. Hats off to you for trying to sell a free newspaper and not educate your readers.

Not until the next election but throughout the year,

Earl Silver

Why are the professors being refused tenure?

The Editor;

Since the beginning of the academic year the Department of Sociology has been in constant turmoil. However, the activities of the staff reached a high point of irrationality and vindictiveness in the recent recommendation that Professor Fisher not be considered for tenure and Professor Whiteside be dismissed. These two professors are not only professionally competent, but are particularly dedicated to their students and are well thought of.

Moreover, to the best of my knowledge, they have never used their classes for the purpose of trying to influence (or intimidate) their students, as some of the

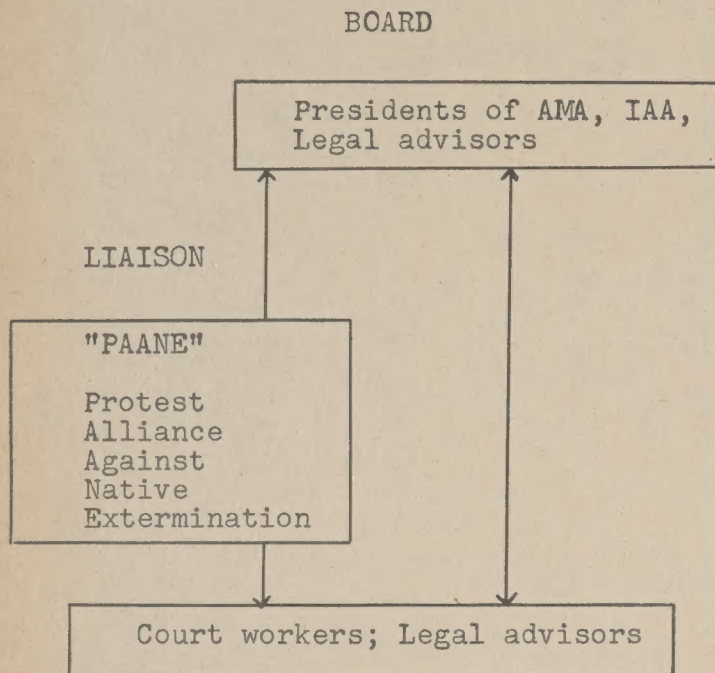
other staff have done, by expressing their personal opinions about departmental affairs. In view of these factors about Professors Fisher and Whiteside, it seems extraordinary that a negative recommendation has been made.

The constant turmoil this year has reduced the effectiveness of the staff. This latest piece of folly has the further consequence of eliminating most of our best qualified professors. Even worse, the department will lose those people who seem most concerned with the ethical standards within the department.

Rebecca A. Hoover
graduate student
sociology

Proposed structure for a peoples defense fund

STRUCTURE



NATIVE PEOPLE'S DEFENSE FUND

This draft proposal has been prepared following a public meeting and consultations with: Harold Cardinal, President of the Indian Association of Alberta; Stan Daniels, President of the Alberta Metis Association; Gordon Wright and Al Collins, lawyers; and Gordon Minely, an accountant. It is printed with the hope of securing further clarification and changes that are appropriate. A final proposal for the "Native People's Defense Fund" will then be prepared.

ADMINISTRATION

1. The Presidents of the Alberta Metis Association and the Indian Association of Alberta will control the funds and decide which cases will be taken up.
2. Box number P.O.B. 1674
3. Stimulation of other Native Peoples Defense Funds in other provinces.
4. PAANE to act in liaison with the board where it is applicable, e.g. Lesser Slave Lake area.

BASIC AIMS

1. Provide legal, monetary and informative aid to native people through the Province of Alberta.
 - i. legal — as a secondary source of funds the Native Peoples Defense Funds would be an alternative if the provincial government legal aid scheme is not applicable due to certain charges/ e.g. theft under \$50, obstructing a police officer/ not being eligible for aid or where the lawyers are considered unsuitable. Political considerations and the possibility of winning cases will be important factors for the Board when it decides which cases to defend or appeal. Legal and treaty rights would be another whole area of possible uses of fund. Applicable to both civil and criminal cases.
 - ii. Monetary aid would in certain cases mean the initial financial backing to allow persons out on bail.
 - iii. Informative aid would take the form of creating an awareness of Indian rights among the native

2. To mobilize and focus public attention to injustices done to the native peoples before the courts and police.
3. To stimulate and organize meetings between government forces of law and order and the native people at the local level.
4. To support and encourage civil liberties associations to draw attention to problems of the Indian and the law, and to co-ordinate various groups working in this area.
5. To assure that legal aid is available to put people's legal rights into practice.
6. To press for the implementation of the McGrath report.
7. To encourage an independent research study of the operation of Magistrates Courts in Alberta.

FINANCIAL CONSIDERATION

1. In order to be classified as a charitable organization, it will be necessary to: (i) be registered under the Societies Act (ii) set up an effective administration of the fund and (iii) make application to the Dept. of National Revenue.
2. Various methods must be utilized to effectively present the "Native People's Defense Fund" to the public so that a large permanent fund can be established. This appeal will take the form of public meetings, financial appeal letters and other means.
3. Source of Funds: churches, service clubs, student and faculty bodies, trust funds, teachers' associations, unions, political bodies, individual citizens, and band councils.
4. A citizens committee of interested individuals will be primarily involved in raising this money. It will also require speeches to the public by representatives of the native community.

submitted by
—Willie Dunn
—Richard Price

NOTE:

This article will hopefully go to the executives of the Indian Association of Alberta and the Alberta Metis Association in early March. If approval is secured, a press conference and further public meetings can then be held.

Native peoples "suppressed" . . .

The North and its "injustices"

Recently, Students' Council granted \$100 to the Native Peoples Defence Fund. The money was to be used for legal aid for two persons from Canyon Creek allegedly tossed in jail without legitimate reason. Willie Dunn was one of the two people charged.

The Editor:

I would like to thank those students and student bodies who helped me in attaining a momentary release from my suppressors. I am grateful especially to Dave Catmur of the extension department, and also to my brothers and sisters of The "Protest Alliance Against Native Extermination" (PAANE) and the leaders of The Metis and Indian associations.

I was present on Friday, Feb. 14, in the Student Union Building when Phil Hutchings, Chairman of SNCC and Dave Ward, local manager of Team Products, related their views on both the black situation in America and that of the native here in Canada.

Firstly I would like to say that the real issues which arose during the meeting are not shoved aside by numerous articles which may appear in this paper concerning or dealing with the heckling which went on during that meeting or confrontation.

To me the real issue of Friday's meeting was that of racial suppression. Racial suppression, with all its trappings—starvation, ill treatment before the police and courts, poor health and welfare services only to name a few. I hope that the point of conduct within a meeting does not become the focal issue. I was surprised to note in the crowd a feeling of hostility toward Mr. Hutchings and his views—hostility which I doubt would have been found in any other university in Canada.

Intolerance to his views on white racism indicates to me that indeed a great many present were of racist opinion.

The truth hurts, especially when it comes from an articulate blackman, and I got the feeling that many of the students were for the first time in their lives discovering that the Black people are not so inferior after all, and that indeed he might even shoot you down if you opened your mouth. (Verbally that is).

PAANE's position on Mr. Ward is that it is not in Mr. Ward's best interest that the native better himself by demanding for social change and jobs, because if the native did have a decent job, I'm sure that he would not sit for hours on end chewing a piece of moose hide to fashion a pair of mukluks which he would then sell to Team Products for three or four bucks.

To me Mr. Ward and his company are relying on the system which permits and actually encourages those big foreign oil companies to go in amongst various northern aboriginal communities, sucking the oil from beneath their feet, not giving the natives those resource rights. To add insult to injury, those companies do not even hire many natives to work on the rigs. Their reason being that the native is unskilled. If that was not enough, those industries generally foul up the area through waste materials both in

the air and in water, thus destroying the food which was previously available through hunting.

Apparently these oil companies do pay oil royalties to the provincial government who in turn doles out small amounts to these communities in the form of welfare assistance, thereby assuring the continuance of this system through blackmail. That is to say if one native somehow manages to rise up and fight this system, he can be shut up by his neighbours who want and have need for this type of assistance.

While serving time as an unwilling guest of her most gracious host, the Queen in one of her later model crowbar hotels I took the opportunity to interview my fellow oppressed brothers of race concerning our mutual predicament and as to how and why we arrived in our present state of environment. In a great many cases I would say that the various persons I talked to had been shafted in one way or another in as far as conviction and sentence are concerned. In most of the cases, natives have been put down this way for so many years that it has become a part of the cultural environment and is generally accepted that they be treated fourth class.

In some instances, the trials of boys age 15 had been put off until they reached the age of 16 so they could get actual prison time instead of being sent to juvenile corrective institutions.

At this point I would like to give a few examples of northern (justice?) . . . A young boy enters a hotel bar, remains there for five minutes, is kicked out by bartender, cops are phoned and they arrest him. The charge, entering a licensed establishment under-age. This is the boy's first charge. He is convicted and sentenced to seven months in jail.

A friend of mine recently interviewed a high school principal in the Lesser Slave area who confided in him (because my friend was white) that the police work very closely with him. Yes they work close indeed. It is only natural that while the police suppress the native people physically, the other suppresses intellectually and culturally, they should work together. . . .

In one such case the police persuaded the principal not to allow a young native back in school the following year so that they could expect the magistrate to give him more time. I suspect the police and magistrates work very close together as well. Well they got their man, it seems that the mountains are living up to their fine old tradition of sucking the blood of young native people. The boy received 17 months. What sort of future is there for a man, age 21 who has spent say three or four

years out of five in jail? His education and his family life is disrupted. To what does he turn to? Where does he go?

Facts do not lie, often we find 70, 80, and 90 per cent of the northern prison population are of native origin. Unfortunately this goes for women's prisons as well.

The local northern whites knowing full well that they hold a privileged position in regard to the law often use their Racist position to put a native away—if they happen to dislike him at that time for one reason or another. This can be done as easily as picking a fight with a native. The police are not going to bother with asking the native his side of the story at the time of arrest anyway. It struck me one day in prison that in lieu of the wholesale persecution going on, that the prison I was in wasn't just an ordinary prison but was in fact some sort of concentration camp—a subtle kind of concentration camp in a very subtly suppressed society.

Is it any wonder the police get up-tight when someone advocates social change using any means to bring it about? The police and magistrates have made their bed, now a new young breed of native is rising from the ashes of prison and saying "lie in it".

Of course, Alberta is not alone in racial persecution. British Columbia has a real fine record in its dealing with Indians and the law.

Rose Marie Roper, a young native of Alkali Lake, B.C., was last seen alive with three young whitemen. The next day she was found naked and mutilated. She apparently died from exposure and a broken neck. There was apparently no question of guilt for these three whites. The real question was what to charge them with. At first the RCMP leveled a charge of second degree murder. It was later dropped to manslaughter and then finally to common assault. Two of the men were fined \$200 each and the other got off free. This was not a 100 years ago or even 30 years ago but last year! It was ironical that an Indian was fined \$500 a month later for shooting a moose.

—Willie Dunn

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Student Cinema presents...

**Who's afraid of
Virginia Woolf**

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Mordecai Richler: "student militants are mostly know-nothing paper tigers"

Canadian author speaks out on students and teachers

By
**Mordecai
Richler**



MORDECAI RICHLER

—Fay Goodwin photo

Well, now. I should have thought that students would be astute enough to grasp that anybody who could afford to cross the Rockies for an indefinite period to teach film-making in Burnaby, B.C., could not, to put it as sweetly as possible, be in overwhelming demand by the industry; but more about that later, in more generalized terms.

A course for prospective film-makers

Ten o'clock one morning last November I was shown a film made by one of the Simon Fraser group. Briefly, we faded in on a succulent nude girl who was shown in a variety of adoring close-ups and long shots, until a young man, appropriately dungareed, appeared and proceeded to strip, breathing heavily. He made love to the girl, the camera lingering here sexily, there lyrically. The young man who had directed the film also starred in it, producing, writing, and acting out his own nocturnal emission, as it were, he and his fetching girl featured in a spill of blatantly narcissistic shots. All right; no harm done. But, to my astonishment, the film instructor did not josh the boy good-naturedly, dismissing the whole thing as a moderately horny skin show. Instead, she was eager for us to discuss it, as if the boy, unarguably healthy, were an emerging Ingmar Bergman; which is clearly to mislead the innocent.

Even a degree in writing novels

Which brings me back to the thorny question of whether it is possible to teach the practice of the arts at a university. Well, the short answer is no, not at all.

Film-making, let me say at once, is a special case. It's an industry, a trade, as well as an art form, and only the National Film Board is properly equipped to offer instruction in technique, for only they have talented film-makers available to demonstrate the proper use of machines, how to cut film, and so forth, should a school ever become attached to the NFB.

Writing is unteachable.

I have no anti-academic bias. Rather, it is out of reverence for the academy and its true and traditional function that I feel it is compromising itself when it pretends it can teach youngsters how to create. Sympathetic professors of literature, obviously, can be of immense personal help to students who have talent, but it is mischievous to offer formal how-to-do-it classes. Worse, when you reflect that U.B.C. even grants M.A.s in novel-writing.

Please—a return to some informal arts

The true peril of creative writing courses, credit courses, within the university is that students with a taste for writing but no talent are, for the most part, encouraged by writers *manque*, each entering into the other's fantasy. It is a case of sheltered children sheltering children.

I would plead for a return to the days when students applied themselves to our living heritage during university hours, as it were, and, traditionally, in their own good time, argued, wrote poems and stories, drank too much, cursed, and, as for hundreds of years past, carried off comely girls to their beds. Today it seems the students want the right to say "f....." as well as do it enshrined by something like a new constitution. Arguing against a competitive, reward-based society on the one hand, they appear to want their leisure activities (writing, filmmaking, etc.) organized and graded for them, with marks for everything except screwing. So far.

This essay originally appeared in *Saturday Night* magazine. It is reprinted here with the kind permission of its author Mordecai Richler. His sole condition was that *The Gateway* did not change or omit a single word.

Mr. Richler is the author of many novels including *The Apprenticeship of Duddy Kravitz* and *The Incomparable Atuk*. He is Canadian and lives in Montreal. His most recent work is a series of essays entitled *Hunting Tigers under Glass*.

Having served a full term with the English department at Sir George Williams University, in Montreal, as well as visiting the University of Toronto, and even venturing into the hurricane's eye, Simon Fraser U., I'm now an authority on student unrest, the new militants, and the generation gap. An affluent society's modish problems. I am also, suddenly, resentfully, thirty-eight years old, teeth loosening, hangovers more onerous, teetering on the precipice of middle-age, which naturally sours my conclusions. The student militants, though sometimes engaging, are mostly know-nothing paper tigers. Though they are served by the occasional inspired and original teacher (and I honour no man more), they are also asked to endure too many professors who are mediocre and running embarrassingly scared.

Tenure allows academic wood to pile up

A word about tenure seems in order here. Though there may be many valid, enlightened reasons why an academic, if only he performs well in his first five years, is usually granted permanent employment—that is to say, cannot be dismissed unless he behaves absolutely outrageously—the truth is, you and I, who hustle out in the cold, whether we play hockey, sell insurance, or write books, must continue to produce if we want to get paid. No goals, no NHL contract. No sales, no job. Bad books, no publisher. Tenure, by its very nature, allows academic dead wood to pile up.

Anyway, when I was a student, charged with juice, scorn and hope, it was the old who were respected, feared, and emulated, an unselective attitude I rejected, because I believed—and still do—what may be obvious to the rest of you, the aging in itself is not an accomplishment but an inevitable condition. Similarly, being young is nobody's happy invention. Once, we were all immortal. Yet today the old outdo each other grovelling before the young and their icons. And nobody renders more uncritical obedience than those desperately turned-on professors I've encountered who echo an idiom and manners foreign to them, the stuff of another generation, so that in faculty clubs everywhere they can be heard vying incongruously with each other to say, "It's not my bag" or "I'm doing my thing," as well as puffing the occasional withit

stick of marijuana, and, most obnoxious of all, loping about the campus, potbellies bound punishingly tight in Nehru jackets, ceramic pendants swining from their knotted necks, pathetically switched-on, the intellectual community's counterpart of those sixty-year-old ladies who festoon the beaches of Florida, their hair rinsed blue and obese bodies defiantly, tastelessly, bikinied.

If today's students seem to be ram-paging unreasonable, then it must be said that many of their teachers are sycophantic, inadequate, and in craven retreat, with only the rare untrendy scholar redeeming academe by taking a stand for classic values.

The students do have a case, then, though they represent it inchoately. Even stupidly. And so, while I'm not entirely against today's Canadian university apparatchniks, neither am I mightily impressed.

Item: Early last November more than 100 students were arrested for sitting in at Simon Fraser U. The crucial strike issue, when I visited the campus a week or so later, was whether the acting president would intervene with the attorney-general to ensure the release of the students and, even more important, that none of them would be tainted with a criminal record. In the heat of battle, then, what roused Simon Fraser's red guards most was the fear that five years hence, when they applied to the Hudson's Bay Co. or Shell for a job, they might be compromised by an old police blotter. Surely such circumspect lads are not about to storm the Winter Palace. Though they may devour Lenin, Mao, and Che in paperback, they lack the ardour of the suffragettes, who wore their police records like badges of honour.

Militants have style, but no substance

Unlike their American counterparts, Canadian student militants have no Vietnam draft to protest, no real colour prob-

lem to fight against. They have style, but almost no substance. On the evidence, they don't relish writing exams or being governed by their elders. Fair enough. Neither did I. But I can only be scornful of a generation whose rebellion is not so much an attack on the roots of social injustice as it is fired by irresponsible "shit-disturbing," not as informed by truly subversive ideas as shaped by turn-of-the-century dandyism. That is to say, the young demonstrate their individuality or other-clubbiness by nothing so much as their similar, attention-catching garments and coiffures. Yesterday's rebels (some of them, incidentally, now our most admirable teachers) found each other out by their attitudes towards the Moscow Trials, Spain, and the Stalin-Hitler Pact; today's insurgents recognize each other by their choice of haberdashery. They tend to be resolutely, self-confidently illiterate, taking McLuhan as their licence, but having the same relationship to him as, say, Mickey Spillane has to Hemingway.

Which is still not say that arts students, anyway, are without cause for complaint. Some of them are being misled, dangerously misled.

Students attend to practice the arts

Hitherto, non-specialist students went to the university to learn to appreciate the arts, to study the best that had been said and thought in the world and, perhaps, to emerge with high standards, a finer moral sense. Now, such is the state of democracy gone mad, students can attend university to practice the arts, much as if it were a birth-right. Make no mistake. This is the hallelujah do-it-yourself day of take-a-course-in-anything. Creative writing, drama, painting. You name it, the with-it university has got it, as well as a time-saver on tenure to teach it . . . which brings me back to Simon Fraser, out there on the mountaintop, where, bless them, they even have a course in film-making.



Essay on student participation

A look at representation in university government

By JAN DEJONG

The author is a student consultant on The University of Alberta Board of Governors. He is a doctoral candidate in Chemical Engineering.

In a recent address to the annual meeting of the Association of Universities and Colleges of Canada, Dr. C. B. MacPherson of the University of Toronto stated that "students must be given a means of participation if universities are to perform their function."

He elaborated by saying "students need a real voice in the uses to which the whole resources of the university intellectual and material, are put."

Upon examination, I think very few people would dispute the contents of these statements. However, there is a serious question which can immediately be raised as to what constitutes the "means of participation."

Here at The University of Alberta, students have been fortunate in achieving participation without having to "confront" the administration. Upon the request of the students, participation took the form of representation on the General Faculty Council, several of its committees and the Board of Governors. (For those interested, a short summary of the purpose of these bodies is given in the back of The University of Alberta telephone directory.)

At this point it may be useful to note the two extremes which student participation could have taken.

The first extreme is really one of no participation in universities affairs at all. Strangely enough, one observes that there are a considerable number of students who candidly hold the viewpoint that students should avoid active participation as "we are here to study and not here to waste our time playing university administrator."

I personally disagree with this belief as I cannot see how a student body numbering 15,000 students or more could sit back and never have an opinion or constructive criticism. Most students can still remember being told immediately upon entering this institution that "if it is only one thing you learn during your brief stay at this

university, may it be that you have acquired the ability to think."

Certainly it cannot be said that this ability to think is acquired one week prior to graduation. Hence at some time or other every student has wondered to himself or out loud to others about the relevance of some course, the teaching ability of some professor, the adequacy of some facility, be it a building complex housing a faculty or only an isolated piece of lab equipment, the transportation system to and from university, etc.; the list is infinite in number and scope. Most certainly the administration and academic staff are not totally unaware of these areas of concern but how do we communicate our views, our needs, our problems and our often idealistic solutions to them?

One possible way is, of course, continuous out loud wondering and speculation in the hope that some of our views will ultimately filter their way to those who can take them into consideration when decisions are to be made. Or else we can say nothing, knowing that soon we will graduate and therefore others can solve their own problems. These approaches are certainly not the answer.

When one examines its closely, the other extreme of student participation in the affairs of the university is really not one of participation either. There are groups on this campus who advocate complete student control of the affairs of this university. They would solve all problems by "democratizing" the administration and govern by constant dialogue among students while at the same time maintaining the present administrators in the capacity of civil servants. They would govern the university in its entirety, making policy decisions, assign priorities for academic and building programs, make requests for student grants, regulate finances, decide curricula, entrance requirements, grades, etc. etc. It must be remembered that at the same time these students would be acquiring an education themselves.

Undoubtedly there are times when the president of our university, or for that matter any administrator or staff member, has wished that a difficult decision could be made by someone else, but I think it rather ludicrous to assume

that students acting as part-time administrators and having no background or experience could effectively and efficiently govern this university. As stated earlier this would not be participation but absolute student control, a type of government which would likely falter in its initial stages of inception.

What then should participation be? How can we have our views heard and where? Probably the most satisfactory method is to seek representation on the administrative bodies of this university. It can be said that this view is generally held by the majority of the students on this campus and of course is therefore also the reason for the Students' Union and the Graduate Students' Association making their requests for representation. It requires no upheaval of the present structure of government at the university, just the representation of students. The writer of "I am sick of student power" would not and should not object to this type of student power as it does not seek control but only a voice in the affairs of this university.

However, there are still some questions that need to be answered. How much representation do we desire? Do we want representation on more governing bodies, should we have a vote, do we want more representation on any single body, must we seek a majority? As student representation is yet still in a state of evolution at this university, these questions are of vital concern to the voter.

I personally feel that representation could be expanded if students so desire. For example, most students know that many buildings are presently in various stages of planning. The planning phase has essentially been completed for the Law Building, the Fine Arts Building and the Basic Medical Sciences Building but for many others it is still actively going on.

Recently the Department of English asked the Campus Development Committee (a committee of the General Faculty Council) whether any policies were established with respect to the participation of students in planning of specific capital projects.

The committee's answer was that no such policy existed but that if a faculty or departmental building committee so desired it could consult with students.

In fact, the committee recommended that some systematic manner of consultation with students be implemented early in the planning of a specific capital project since they constitute a major user. This then is a simple case of recognizing that students, being major building users, most certainly have opinions about the nature of classrooms, lounges and laboratories.

The second question is also of concern. Should students have a vote? On some committees student representatives have a vote now. I feel that this is as it should be, because if it is recognized that students have views which make their representation desirable, there is then no reason why the representatives should not have a vote like other members. However, since many committees essentially function by consensus of opinion the question of voting rights is of somewhat lesser importance.

The last question is of the greatest significance. Should students seek a majority on any one body? I personally feel the answer to this is that they should not. By seeking a majority we would be shifting the emphasis from the role of a student representative as a person voicing student opinion and viewpoints to a role of he or she actually being the administrator. In other words we approach the second extreme which was mentioned earlier.



STUDENT REPS ON GENERAL FACULTY COUNCIL

... Marilyn Pilkington and Phil Ponting

Tenure: rotten root of education?

A tenured professor flails the archaic system

By
Robert
A. Rutland

Robert A. Rutland is a tenured professor at The University of California at Los Angeles (UCLA) and is currently on one year sabbatical.

Tenure is currently an important issue at The University of Alberta as Gordon Hirabayashi, sociology dept. head, has recommended that two sociology professors be denied tenure. Several years ago, tenure was denied two philosophy professors here — Williams and Murray—and a lot of fuss was raised.

At the risk of committing academic suicide, let me say that if any root of education is more rotten than the tenure system, almost two decades have not exposed me to it.

The tenure system, whereby a professor receives an impregnable position on the campus, was conceived as the ultimate expression of academic freedom, to guarantee the professor his right to pronounce truth as he saw it. That root goes deep, back to the medieval university system when churchmen-professors took a narrow focus of truth but insisted on their right to pursue it.

Now the tenure system has become the last refuge of the academic sloth, a pompous breed of what H. L. Mencken once called the "university ignoramus," whose intellectual atrophy commenced the moment tenure was bestowed on him.

Freedom its basis

The tenure system operates differently at various educational institutions, but the avowed goal of academic freedom is always its basis. In most cases at the secondary school and college-university level it is conferred for longevity (roughly three to seven years, depending on the ebb and flow of difficulty in obtaining staff), presumably linked with an expanding ability to teach, i.e., to communicate knowledge to students.

In colleges and universities, instructors and assistant professors ordinarily have aca-

ademic rank but no tenure (unless they manage to hang around for an extraordinarily long time). The old joke is that once tenure is conferred by one's colleagues, a man is hired on a lifetime contract barring his involvement in a mass orgy at some local vice den. And by today's shifting moral standards even that concept may be changing.

From the insider's viewpoint, it is good to hear cries for reform, but distressing to see no follow-up in specific recommendations for a better system of higher education.

To be sure, there must be some way of improving an exchange of information between students and professors without following the anarchy of Columbia University's rebels. But beyond dramatic condemnation at the "publish-or-perish" system, which is periodically raised at most viable institutions, the student demonstrators have shown little concern over the inherent evils of professional tenure.

No follow-up

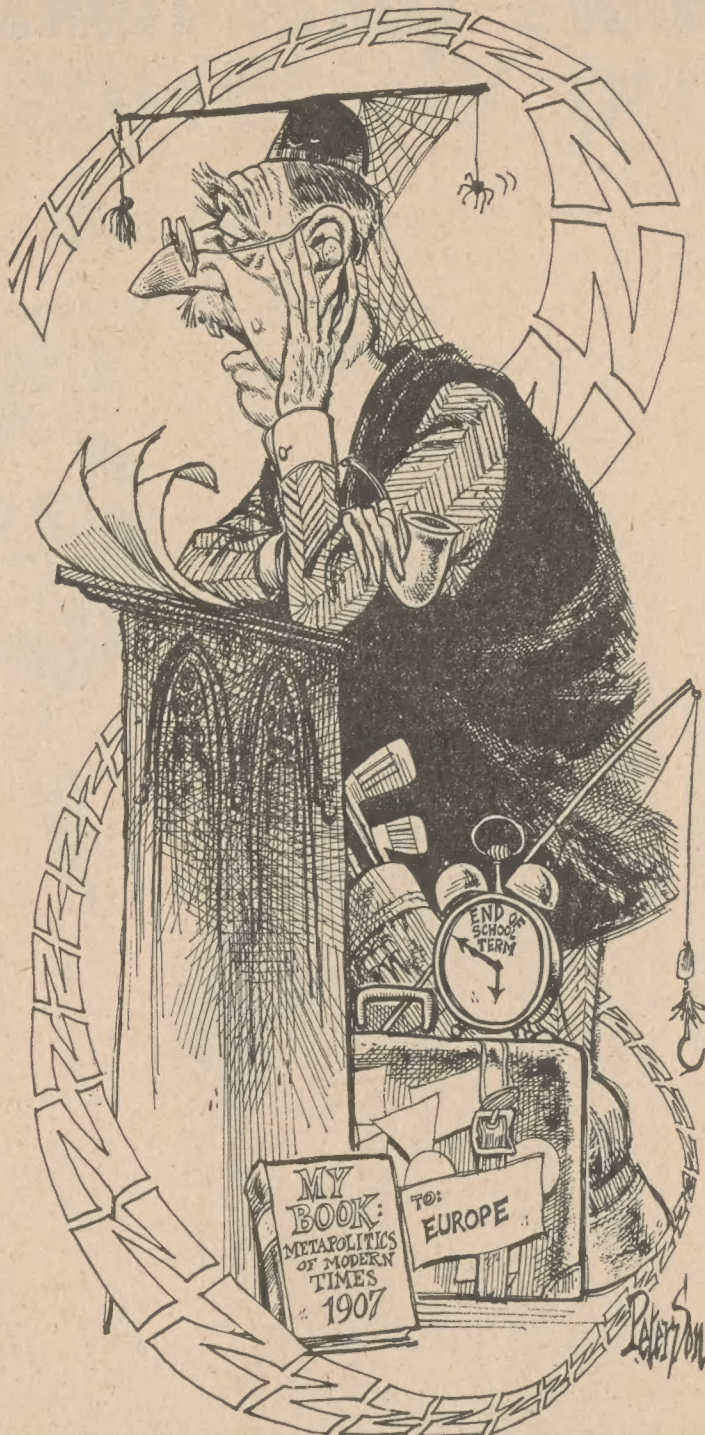
The failure to criticize the tenure system may stem from the layman's (and for that matter, the student's) unfamiliarity with the system. Since it is a protective coating designed to uphold academic freedom, tenure has an aura of sanctity. It is notable indeed to assure the integrity of the classroom as a marketplace for ideas, for courageous professors have to know they can be honest thinkers and still have a paycheck.

But tenure can also shield the lazy professor who begins his long glide into oblivion once he achieves tenure. Once his status is beyond question (no one will bug his lectures electronically, and letters of complaint almost never come from students), the frail professor can duck his duty and rarely be called to account.

His lecture notes may never be rewritten during the remainder of his lifetime. Who's to know?

A careful researcher enhances his value as a classroom teacher and brings new insights to old problems. The trick is to keep the professor working at such problems after he has achieved tenure.

The risk is that bulk rather than quality may be judged in reviewing a professor's research, usually his books or articles in scholarly journals. And the important question to ask now is whether the



professor is provocative and challenging as a teacher, regardless of his ranking on the tenure ladder.

The truth is that professors who encourage the quality of thinking amongst their students do not need the tenure shield. They are constantly besieged with offers from other academic institutions as well as from industry, simply because they are known for their achievements.

A sinecure

On the other hand, many tenure-rank professors find the shield a sinecure for life. Assured of an annual salary ranging from \$10,000 to \$25,000 for nine months of pleasant work for the rest of their academic life and generous retirement benefits, they cease reading and researching in their field and turn the hard work over to teaching assistants, graduate research aides and graders who can read and mark their sterile examinations.

Rather than provoke think-

ing, these tenure-addicted teachers constantly arrange for foreign travel during the summer vacations and for their sabbatical leaves.

For three months of each year they substitute travel for achievement as they bounce around the globe, and their most productive thinking during six years is for the sabbatical proposal that will grant them a free seventh year to range abroad in search of the paina of culture: foreign travel.

Generally speaking, all teachers were overworked and underpaid in the decade from 1945 to 1955, when there was a lag in salary increases and a heavy workload in education from kindergarten to medical school.

But that situation has been remedied on the university campuses, where an instructor in 1968 made the salary paid to a full professor in 1948, and teach less than his earlier counterpart.

The academic marketplace is crowded today with department chairmen with bulging

budgets who can dangle a \$28,500 special chair in a candidate's face. It carries tenure, of course, and a teaching load of three or four courses (unless he is writing a book, in which case his course-load can be eased to two three-hour classes each week from October through June).

It's just great

So the tenured professor of 1968 has a privileged status that would be the envy of a captain of industry in the \$200,000 income bracket. The tenured professor has access to the greatest of libraries, discounted or free tickets to athletic events, concerts, lectures, and cut-rate offers on books, records, clothing and other items at the college campus stores.

In return, the conscientious professor keeps abreast of the discoveries in his field, does research and reports on his findings, guides students into pathways of productive thinking, and shares his findings with colleagues and students. He does not need the tenure system for his halo.

The lazy and incompetent fraud, who by some means usually longevity or timidity from protective colleagues) has arrived at tenure status, can thumb his nose at students, administrators, and regents.

If he is threatened with a review, the fraudulent pro-American Assn. of University Professor's rules on dismissal, cry "wolf" to the local campus committee on tenure, and thus make the embarrassment of his own ineptitude become a cause celebre for campus liberals.

Rarely fired

Rarely does our society fire a person who is incompetent. He may be transferred or relegated to a useless job, but hardly ever fired.

The professor is only a spectacular recipient of this kind of modern protectionism — but he is placed where he can do a good deal of damage because of talents left unstimulated or disillusioned by his indifference to the professor's true role.

Until now we have paid a high price for academic freedom, and it has been worth it. But now the issues need to be separated.

Academic freedom does permit ideas to work in an atmosphere conducive to excellence and insight.

The tenure system, however, while masking as a partner of academic freedom has enabled dry rot to spread on dozens of campus departments across the land.

They knew any minute . . .

. . . they might have to fight

Theodore Bikel talks about Israel

By AL SCARTH

If the Jew today has anything to teach at all, it is a modus operandi on how to function under the threat of nuclear extinction.

That was the message brought to U of A last week by Theodore Bikel, one-time submarine commander in "The Russians Are Coming, The Russians Are Coming." Mr. Bikel is a Jew, not just in religion or food, but in his belief that the Jewish ethic, culture and literature must be preserved and used.

There are no shortcuts to being a Jew he told 50 persons at a Thursday meeting sponsored by B'nai B'rith Hillel. "You have to work at it, it is not your birth-right. You have to go to the bookshelf."

It is the Jew, he said, who can tell you how to live when death threatens. "We Jews have been in that street before. We have faced that danger."

A prime example of productivity under stress, he argued, is Israel.

"The painters were painting and the sculptors were sculpting, and they knew all the time that at any minute they might be called upon to fight." Mr. Bikel returned from Israel about three weeks ago.

While the internationally known singer, actor and lecturer claims he is one of the Jewish establishment's severest critics, he had some

harsh words for the young as well.

"There is a preponderance of Jewish names in the ranks of the activists, a disproportionately great number of Jewish among the new left. If the hippies kept membership lists," he added, "there would be disproportionate numbers there too."

"Jews cotton on to new ideas

faster than others," he explained, but in their eagerness to attack the establishment, they are willing to take certain shortcuts.

"They buy the romantic notion that puts the Arabs in the socialist camp."

The New Left, he said, does not care that the people swinging in Baghdad are political opponents.

The only successful socialism is the Kibbutz in Israel.

Mr. Bikel told his audience that Jewish youth fear a meaningless life more than an unfree one.

"If they criticize the idiots in the American establishment that say my country right or wrong, they themselves now say my movement right or wrong."

Hunger Lunch raises \$282 for charities

"A total of \$232 was collected in the last Hunger Lunch held on campus," said Prof. Parker-Jervis of the Hunger Lunch program.

The money collected was shared by the Canadian Save the Children Fund and the Biafran Student Relief Fund.

The Hunger Lunch Program is sponsored jointly by Club Internationale, WUS and University Parish.

Hunger Lunch teams are set up in the main lobbies of buildings on campus during the noon hour and you are asked to donate.

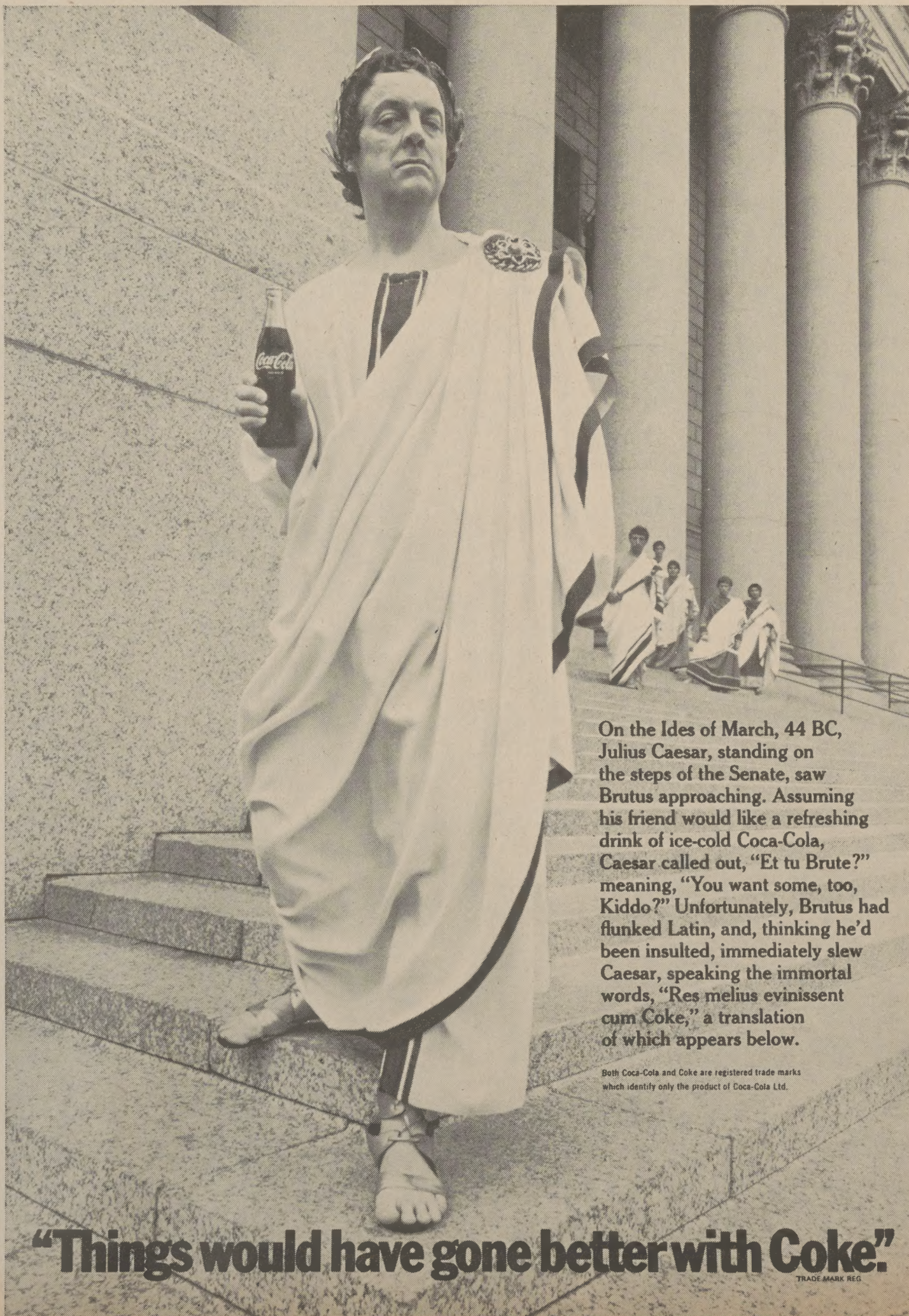
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On the Ides of March, 44 BC, Julius Caesar, standing on the steps of the Senate, saw Brutus approaching. Assuming his friend would like a refreshing drink of ice-cold Coca-Cola, Caesar called out, "Et tu Brute?" meaning, "You want some, too, Kiddo?" Unfortunately, Brutus had flunked Latin, and, thinking he'd been insulted, immediately slew Caesar, speaking the immortal words, "Res melius evinissent cum Coke," a translation of which appears below.

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A student ombudsman — will one help solve university problems?

"It is fundamental . . . that he have wide powers . . . to recommend changes"

An ombudsman for the university is a proposition bandied about on several campuses across Canada. In this article George B. McClellan, Ombudsman for the Province of Alberta, discusses his duties in the province and the feasibility of creating a position of campus ombudsman.

Mr. McClellan retired as Commissioner of the Royal Canadian Mounted Police in 1967 and in Sept. of that year was appointed to his present position by the Alberta Legislature. He is the first ombudsman on the North American continent.

By MIRIAM McCLELLAN
Gateway News Editor

The Ombudsman of the Province of Alberta has a quiet office on the ninth floor of the Centennial Building in downtown Edmonton.

He shares it with a secretary and two stenographers, two investigators and a lawyer.

George B. McClellan, a heavy set man who does not look his sixty years, spoke about his position in the informal atmosphere of his carpeted office.

"The ombudsman is generally an officer of parliament or the legislature and responsible only to that body," he said.

"He is not an employee of the government and he is not responsible to the

government. In Alberta he deals with complaints of any person or organization or business against departments or agencies of the government of the province."

"He does not investigate complaints in Alberta into matters lying wholly within the jurisdiction of local government, cities, counties nor does he deal with complaints against private business or individuals."

Mr. McClellan shuffled through the Ombudsman Act in front of him.

He emphasized that the ombudsman's office is not a "wailing wall" for the public, pointing out that making an ombudsman a "complaints officer" degenerates the idea of the position.

"The ombudsman is not a substitute for existing channels of complaint or appeal such as government boards, the courts, complaints to members of the legislature or the minister responsible."

"He may be appealed to only where other avenues of review and appeal do not exist or have been exhausted."

"In these ways he differs entirely from the usual complaints bureau," he said.

"If the ombudsman is a complaints officer, he's licked before he is started," emphasized Mr. McClellan.

The topic turned to students when Mr. McClellan tossed some letters across his desk.

"Here's some scholars who want me to do their term papers on the ombudsman for them," he laughed.

"Anyway," he continued, "as I see it, an ombudsman on the campus would be acting for a particular section of society including the students and possibly the faculty."

"You might also include personnel working on the campus such as employees, technicians, security staff, etc."

"I don't know how far you would want to go with this, but you would still be dealing with a comparatively small self-contained community."

"And I don't see how you could create the essential impression of impartiality if the ombudsman were either a student or a member of the faculty."

FIVE YEAR TERM

"The ombudsman is appointed for a five-year term by a vote of the whole legislature and his powers derive from an Act approved by the same legislature."

"Undoubtedly, you would have to find some form of responsible governing body who could enlarge or limit the ombudsman's powers and to whom he would be responsible."

"It would be essential that the board, whatever it may be, have the power to put into effect or decline the recommendations the ombudsman puts before it."

"Now, I am not making a recommendation for an ombudsman on campus but am expressing some of the problems he will have if such a position is ever created," he cautioned.

"Unless you are going to rely entirely on the powers of persuasion, you have to give him some authority to obtain the information he must have to arrive at a well-founded opinion as to whether an injustice has or has not occurred."

"I have access to all government files and these files must be produced to me. I am therefore able to see exactly how a case has been dealt with and not just be required to accept a departmental official's version of what happened."

"Furthermore, I may require any person in the province to testify before me under oath if necessary and to produce documents relevant to the case under investigation."

"This power is not restricted to government employees. It applies to the general public as well," Mr. McClellan stated.

"You would have to consider just how far the administration of a university would be prepared to go in this respect."

"I take it for granted the ombudsman would only have the power to recommend remedial action. He would not have nor should he have any power to reverse decisions taken."

RECOMMEND CHANGES ONLY

"It is a fundamental of the system that he have wide powers of investigation but only the power to recommend changes at various levels ending finally with the senior legislative body having jurisdiction but with accompanying publicity at that stage."

Mr. McClellan said the ombudsman's position is exempted from civil action, libel suits, etc. because "the ombudsman at any time may find it necessary to criticize the actions of departmental officials."

And what about academic freedom?

"I think you're going to have some very real problems in getting the idea of an ombudsman accepted at all levels of university government if he has all the powers that I have outlined," replied Mr. McClellan.

"And I must say that I am not sure that anyone should have these full powers in a rather small segment of the community which embodies a select group involved in one major pursuit," he commented.

"If I didn't have access to departmental files, I'd have to shut up shop. My position would be hopeless."

"I do think that possibly the best that could be hoped for would be an ombudsman acting by persuasion rather than demand" he thought.

"In other words he would investigate the complaints by endeavouring to per-



GEORGE McCLELLAN
... provincial ombudsman

sue the faculty members, administrators, students, etc. to provide him with the information needed to make a decision."

"If the person declined to co-operate, unless there was a reasonable explanation for his refusal then I presume you have the means of making his attitude publicly known on campus."

"And you have your own newspaper," said the ombudsman.

"There is one major difference in the channel of responsibility which would be your biggest problem," he pointed out.

"Civil servants are, through their minister, responsible to the legislature and eventually to the voter for their actions. That is somewhat oversimplified but basically correct."

"The administrator and faculty of a university are not fully responsible to the student body for their actions—at least not yet!" he said as he smiled.

"Despite agitation to that end, the administration still has an indirect but nonetheless pretty firm responsibility to the community at large who pay the major portion of the cost of education."

"Thus it is easier to bring into effect legislation to require information to be supplied to the ombudsman in his capacity as an advocate for members if the public who have sustained injustice."

NO POWERS IN THE UNIVERSITY

As of now, the Alberta Ombudsman has no jurisdiction to deal with matters within the jurisdiction of the university but he has dealt with complaints by university students and faculty against government departments and agencies.

He refused to specify on the cases but within two weeks his second annual report will be presented to the Legislature and made available to the public.

Mr. McClellan doesn't pretend to believe that the ombudsman is a cure-all for the troubles on university campuses today.

Perhaps not even the recent destruction at Sir George Williams University in Montreal could have been prevented. But he did say, "even John Milton said that complaints readily heard and readily remedied bring about the type of civil rights that wise men look for."



"... have to consider just how for the administration . . . will be prepared to go in this respect."

The poster poems of a very stone house

howse the very stone howse is fairy stoney fairly stoned

in deed

in debt

in dead

and alls the walls that are covered with the pretty pictures

posters

pastures

postures

posed

word against

world against

ward against

war against

what against

hurt hart art old century

a bitter mind watching

itself

on the wall

jame's juice was sweeter

The moon is nearly at the full.
A heron calls in the reeds.
I have replenished the goblet.
I will share it with you.
The heron calls
Its young answer.
This is the affection of
the inmost heart.

Water over the lake

Things cannot be forever separate:
Heaven and earth have their
limitations
Thus the four seasons of the year
arise
It furthers one to create
number and measure
To set limits even to the waters
of the lake.

Lakes resting one on the other
The image of the joyous
What is not weighed
Is at peace
What is at peace
Possesses inner truth
Even pigs and fishes
Share in this good fortune.

Lanque d'oc is

losing out but

what the hell

I think it sells

especially on

the colored paper

of a subcompetent

mind And then

I say hoho again

—and so does Bill Pasmak



The escape of the soul
Brings about change.
Return to the beginning
And pursue to the end,
Thus can be known
The condition of the outgoing
And returning spirit.
Satisfaction with this knowledge
Leads to the practice of love.

A wild goose gradually draws near the shore.
A crane calls it to the shade.
Ten pairs of tortoises cannot oppose them.
They have come to share the generous goblet
Which the woman offers.
The oxen have halted.
The man's hair and nose being cut off
He rolls his eyes,
The wagon wheels are broken,
The spokes fly asunder.
Not a good beginning
But at the lake shore
A good end.

—Copyright by Marya Fiamengo

Films

I don't know if *Candy* will still be around by the time you read this; the Strand used to have a sensible short-run policy, and by now surely everybody who wants to see Terry Southern's heroine on the big screen has done so.

For the record, let me say this. *Candy* doesn't work, because the film lacks a center. In the book *Candy* herself underwent her vicissitudes hardly batting an eyelash; in the movie this amiable dumb-blondenness somehow is translated into a zombie-like torpor. Consequently nothing holds together, and all the film's satire is undercut by the lack of a norm against which the abnormal can shine.

The pursuit of *Candy* and her family by three Mexican girls on motorcycles wearing gorgeous kinky Goyaesque outfits is practically worth the price of the film. And the ending, desultory imitation of 8½ though it is, radiates a curious calm, as *Candy* finds the entire cast on a wide field set up in loose encampments, each beneath an inscrutable banner.

The scene does nothing in particular for the film, but undeniably has a glow of its own.

Otherwise, the film confirms one thing we've known for some time—James Coburn is a lot of fun—and tells us something new, to wit that Marlon Brando with long hair looks like Elizabeth Taylor.

• • •

Meanwhile, the Roxy has been hosting *The Oldest Profession*, advertised as starring that belated daughter of the early 'fifties Miss Raquel Welch.

Actually, this turns out to be a six-part Franco-Italian compilation, three parts of which are directed by people I've not heard of, for reasons which, having seen their segments, I understand.

One of these is a competently carried-through romp set in Ancient Rome; the remaining two are the dregs. The latter of these involves Miss Welch, if "involves" is the right word.

That leaves three episodes directed by more-or-less well-known French directors. Two of these are pleasant and negligible. Claude Autant-Lara contributes a vignette about Parisian prostitutes operating out of automobiles. Philippe de Broca proves that a Frenchman can make a film set in the 1789 Revolution with absolutely no political point; he shows off Jeanne Moreau very prettily.

Which leaves the reason I went to the Roxy in the first place: the final episode, directed by Jean-Luc Godard.

It is the Godard of *Alphaville*; a traveller arrives at an airport in the future (good old Orly, natch), and is given a woman for his pleasure as a matter of course.

She does not satisfy the traveller, who demands and gets a replacement. The replacement turns out to be Anna Karina, Godard's ex-wife, in what must be about her last appearance in a Godard film, looking unbelievably stunning.

I won't reveal the film's punch-line. It's only a slight sketch, but the hand of the Master is evident; all Godard aficionados should grin and bear the rest of the show to see it; or perhaps they should just arrive very late.

• • •

At the Roxy I was handed a brochure promoting the Joseph Losey film coming to the Rialto, *Secret Ceremony*, with Mia Farrow and Elizabeth Taylor.

If you are handed such a brochure, DO NOT READ IT! But save it, treasure it, because after you've seen the film it ought to strike you as the funniest thing since Spiro Agnew.

I saw *Secret Ceremony* in Vancouver this Christmas; it is rather a splendid film in its own ornate way, and it deserves better than the ham-handed treatment the studio publicity boys are apparently determined to give it.

—John Thompson

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Shaw recovered, but the show went on and on . . .

The Citadel opened its fifth production of the season with a Shaw Playbill, staging two of Shaw's lesser known plays *Village Wooing* and *The Dark Lady of the Sonnets*. The two play made for a rather slight evening which I would recommend only to the most devoted of the Shaw cult.

George Bernard Shaw has never held much attraction for me and viewing these two plays has not added any new reconsidered praises to my estimation of his work. Shaw's ideas of what is dramatic and fit to be staged seem at times only slightly less absurd than his own estimation of himself as a playwright and his weaknesses as a dramatist were only too evident in *Village Wooing*.

Although it is a short play (even then taking up the major portion

Citadel productions of Shaw's *Village Wooing* and *Dark Lady of the Sonnets* proved therapeutic for GBS by transferring boredom from himself to his audience

of time in this stingy production) *Village Wooing* dragged mercilessly from first to finish. Shaw was 78 when he wrote it and never claimed the play to be among his better works. He remarked that he "dashed it off one day to alleviate the hours of boredom." Successful as it might have been as therapy for Shaw, the play has very little in it to alleviate the boredom of the audience watching it.

The play consists of three short confrontations between only two members of the cast, Denise Fergusson as 'Her' and Kenneth Dight as 'Him'. They first meet aboard

the Empress of Patagonia and later in the small village shop where Fergusson works at which time she convinces Dight to buy the establishment. Having done so, she next gets him to propose in the last encounter. There is certainly no action in the plot capable of capturing and sustaining the interest of an audience. Nor was there anything amusing enough in the characters dialogue to make up for it. There isn't very much to say about the acting. Denise Fergusson tried hard enough to be convincing and at times was quite entertaining. Kenneth Dight gave a poorer performance. He never rose past the

drab flatness of a cardboard figure in his characterization. Together the two didn't project any kind of a meaningful unity, never getting enough out of their acting to convince anyone of a likeness to any kind of relationship between a man and a woman. But if they didn't do Shaw justice, at the same time Shaw isn't giving actors much of a break in *Village Wooing*. They just didn't have anything to work with.

The Dark Lady of the Sonnets was a much more enjoyable play but it too had its limitations. It begins with Shakespeare climbing over the wall of the Royal Palace at Whitehall to keep a rendezvous with his 'dark lady'. He has a short conversation with the guard about his lady's faithfulness when accosted by Queen Elizabeth. His 'dark lady' arrives at an unfortunate moment, mistakes the Queen and after complaining about having her love broadcasted in all forms of licentious poems and plays, she leaves. Will then appeals to the Queen to sponsor a National Theatre. End of play.

The chief flaw was that it was far too short to really make up for the tedious effort that preceded it. Its appeal too was to a very limited audience. To get all the humour out of the play you had to have a rather extensive knowledge

of Shakespeare. Most of the wit comes from the fact that Shakespeare picks up some of his best lines in Hamlet from the conversation of the guard. Even this was overworked. In effect there was very little to the play, other than Shaw using his knowledge of Shakespeare to make an appeal for a National Theatre which he himself was pushing for at the time he wrote the play. There were some interesting themes touched upon, but the play was much too short to really do anything with them.

The acting for this play was superior to that of the first, but again its brevity (it only lasted about 20 minutes) did not give Mulcahy, who did Shakespeare, or Sheila Haney (Elizabeth) a chance to go very far. Mulcahy was a bit of a let down. His performance had none of the exciting magnitude he produced in *Philadelphia*. Sheila Haney perhaps did the best job, though Tony Lloyd and Deirdre Kirby were equally good most of the time. Mulcahy directed both plays. The first he moved along at a far too tedious pace while the last was pushed far too quickly. Even he was not able to handle his lines. The setting and costuming of *'Dark Lady'* were as charming as those for *Village Wooing* were lifeless.

The Shaw Playbill will be running until March 15. You can pick up tickets for the production at the box office or phone for reservations at 424-2828.

—Philip Hinman

When the sawflies mate, Stelfox will be there

Despite the many protests, both verbal and implied, by certain members of the Gateway and the general public, we like to feel that the arts pages do perform a useful function, in providing a sluggish semi-consciousness of the arts on campus. This week we are taking another dramatic step forward.

In an attempt to get as far away from the ivory tower as possible, we are using these pages to bring to the people the ART OF THE PEOPLE. We had the pleasure recently of receiving a copy of *When the Sawflies Mate in Summer and Other Alberta Poems*, by Henry Stelfox. We can not think of a more representative Alberta poet than Mr. Stelfox; he has been a resident near Rocky Mountain since he first settled there more than sixty years ago. Unfortunately, the foreword to his book gives only general information regarding his life, but we have these few interesting facts: "He and his wife have raised nine children, and he has worked hard at being farmer, rancher, real estate agent, auctioneer, clerk, stock raiser, and veterinarian . . . in 1954, Henry Stelfox was awarded the Julian Crandall conservation trophy . . . in 1956, the Geographic Board of Alberta named Mt. Stelfox in his honour . . . he also was a member of the Alberta Farm Loan Purchase Board during the late 1950's."

Before exploring Mr. Stelfox's poetry, we must regretfully report that his book is difficult to obtain. It bears no publication date, and has no publisher. We assume therefore, that it is a privately printed book, and that those of the public who are interested may obtain the book directly from the author in Rocky Mountain House.

Space does not permit, of course, that we may quote from 98 of Mr. Stelfox's poems, but several small samples might prove indicative. We also feel that any comment on our part would be superfluous. Here then is "The Knocker":

Wire worms, and cutworms, early frosts and hail galore,
And snow just when the wind turns to the north; you want no more.

Your horses see an old friend passing in the lane.

Your best mare tried to shake hands; now she is dead lame.

That new three stranded fence, is bust for many a rod.

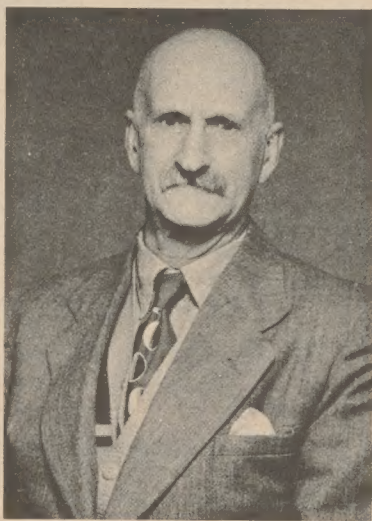
And I've had to fetch the cows since someone shot my dog.

What I've seeded early is filling fit to bust,

But its leaves are getting curly. That's a sign of rust.

The oats I seeded the end of May are a heavy looking lot,

But I'm scared to take a look that way. That black stuff looks like smut.



HENRY STELFOX

The bank manager advised me to buy up lots of cows,
They all got in the creek and drowned. I wish I'd bought some sows.

This is Henry Stelfox the agrarian, the man of the land. There is another Stelfox, one of tenderness and sentiment. We dislike the prac-

tise of printing only excerpts of poems, but the length of this poem "Mother" prohibits inclusion of the entire work. We cite the first verse of "Mother":

Could I again just live the past,
Those times, where o'er life's trails

I trod so fast.
Could I an infant be, once more

upon the breast,
And hear that voice, which

soothed me then to rest.
Could I those orbs, those pools of

love just see,
Those eyes, which then watched

over me.
If I could just but live again the

past,
A better life I'd live, and spend

it to the last
With Mother.

We regret that this article can only be a mere glimpse of the work of Henry Stelfox. We would be interested to know if any of our readers follow up this brief introduction, or if they know of any other local artists of a similar nature. Indeed, in view of the experimental nature of this article, we would be delighted to receive any comments at all. If public opinion warrants it, we would consider making a regular series on this theme.

—the Editors

records

FLEETWOOD MAC: ENGLISH ROSE Epic BN 26446

Electric blues, pure and simple—that's the content of the latest offering from Britain's number one blues group, Fleetwood Mac. Simple chord sequences, consistent rhythms, and spontaneous improvisations give the group an opportunity to express feeling for the music they play. Their adaptation of the steel guitar goes over quite well, particularly in the exotic *Albatross* (one of 3 instrumentals)—by far the outstanding cut on the album.

GUY LOMBARDO: THE NEW SONGS, THE NEW SOUNDS. Capitol ST 128

Getting sick of the same songs appearing on every easy-listening album for the last 6 months? Feel that if you hear another version of *Honey*, *Harper Valley P.T.A.*, or *Gentle On My Mind*, you're going to scream? Well, if you thoroughly despise these songs, you might be gratified to hear Guy Lombardo butcher them.

Frankly, I don't know whether he's serious or not—according to the album cover, which expounds Guy Lombardo's "new sound", he is—but the result seems to be either a parody on his old corny saxophone sound of years gone by, or else he's making fun of modern pop music; regardless of his intention, he does show how incompatible his sound is with the music of the 1960's. The Guy Lombardo perversion of Johnny Cash's *Folsom Prison Blues* will send you into hysterics. Listen to Kenny Gardner's vocal interpretation of *Harper Valley P.T.A.*; then, as you clean up the vomit from the floor you can hear *Mrs. Robinson*, and blissfully relish the fact that Simon and Garfunkle exist!

On the novelty side, however, the album has some merit. In fact, I'm still debating with myself as to whether or not it should be filed under "comedy".

DEEP PURPLE: THE BOOK OF TALIESYN Polydor 543.016

Deep Purple's second album is a vast improvement over their first, but the still have a tendency to substitute gimmickery for musicianship. Of the seven cuts on this album, the combination of their own *Exposition* and the Beatle's *We Can Work It Out* stands out. Featured on the album is a 10 minutes extension of their latest single *River Deep Mount High*.

ESO tidal wave cleans beach with pulsating performance

Lawrence Leonard tried hard for a pulsating performance last Saturday, and that is exactly what he got.

He took Bach's Brandenburg Concerto No. 3 in G Major at a rapid, bouncy pace and more or less brought the whole thing off.

The concerto is a delicate interplay between many separate units of sound within the orchestra and at times the effect was indeed superb. At other times the orchestra was not as good as it could have been. At its best, the effect Bach achieves is one of many voices, all equal, combining for a unified effect in which no voice is predominant. The orchestra failed when, at times, one voice would drag our attention away from the total work. It is a problem this orchestra can not, or will not, solve in the near future. This performance of the Brandenburg No. 3 showed the orchestra is now good enough to try and do its own thing, even with Bach, and good enough to get its point across. One only has to compare the Leonard version with Klemperer's interpretation on the Angel record to see Leonard's liveliness in contrast to Klemperer's domineering control.

The Brandenburg was good apart from the minor squabbles inside the work and Beethoven's Fifth was pretty much in the same bag.

Again we were treated to an exciting interpretation from the Edmonton Symphony Orchestra. The first movement was taken at a really driving pace, and regardless of what Ann Burrows may think, I liked it.

I mean really those originally revolutionary opening bars have been degraded to the point where they are being used in Loan Shark ads on television so what's left to dispel a rather blasé attitude towards the piece?

Lawrence Leonard cleaned the beach with a tidal wave.

But Beethoven suffered almost the same defects as the Bach. The orchestra seemed to lag ever so slightly behind Leonard's hectic pace and at times sections would get out of synchronization with one another.

But even with these slight flaws the interpretation came off and the Symphony was exciting, if not perfect, when we reached the finale.

Mussogorsky's Picture's at an Exhibition, arranged by Ravel, was the triumph of the evening. The work is a series of impressions representing 10 pictures. The orchestra demonstrated its true potential all the way through this piece. It was a sensitive rendering with a proper respect for the dynamics. I can only agree with a friend of mine that "Lawrence Leonard has a feeling for the big moments". Leonard's sensibility was at its best in this work.

I am going to close this column with a few words of criticism.

I do not think it is the role of the critic to say an orchestra is great and then qualify his remarks by adding "great for Edmonton, or great in terms of Canada". An orchestra is either great or it is not great. We have an excellent critical ruler against which to judge the attainments of the Edmonton Symphony Orchestra and that ruler is our record collections. And even if we do not own an extensive record library, that excellent radio station, CKUA, and its serious music programming, handled by Ed Kilpatrick, De Koven, and Matt Hedley is enough to keep one well-informed. Against this background the ESO comes out as an orchestra on the way up, but not at the top. Last Saturday showed us the orchestra has reached the point where it can do its own thing. If it continues as it has in a few more years it will be able to do it well.

—Brian Campbell

Managers unsung heroes on winning team

Many dedicated individuals on campus doing valuable behind the scenes work

Chances are you've never heard of Jim Stambaugh.

For that matter, you'll probably never hear anything about him. Not knowing won't even bother you.

He isn't a noted athlete, scholar or even a fuzzy-faced radical. He's just the lowly manager of the Golden Bear hockey team—the guy who picks up the soiled towels.

If the team wins another national championship, it will bring campus and public recognition to everybody on the club—everybody, that is, but the manager.

It is only within the immediate confines of the team that his true value is appreciated. He is an integral cog in the wheel of success of any club.

Jim is one of a number of individuals on campus, male and female, who serve in the much beleaguered managerial positions. His job is typical of them all. Those that handle the other posts are as deeply devoted as Jim to this extremely challenging position.

... must have the firmness of King Kong

To be a manager you must have the insight of a mother, the patience of a mummy and the firmness of King Kong. You must be able to exist on a minimum of sleep and a maximum of work.

Jim served a two-year apprenticeship leading up to this year's senior position. Following in Jim's footsteps is his assistant John Blackwell.

They are the first ones out to the daily practice and the last ones to leave. This means arriving shortly after classes at 4:30 p.m. and sticking things out until the last tardy athlete drags his butt out of the dressing room at around 7 p.m.

In the meantime, Stambaugh and Blackwell perform a host of duties. First of all there are sticks to tape, laundry to be done and equipment to be mended.

Soon, the players begin to trickle in. The early comers are usually the walking wounded who need

various types of minor medical help so that they might participate in the practice.

Ice packs are needed and the hydroculator must be heated to prepare the heat compresses. There are gimpy knees to be taped and shoulders to be braced. And then there is always the hypochondriac whose main need is a swift kick in the constitution.

When the main crops of players arrive, the demands become almost unbelievable. "... Stambaugh I need a lace... Where's my underwear... hey, I need a new practice stick... do you think I should take out Mary Elles or Linda Sue on the weekend?"

A GATEWAY SPORTS FEATURE

Story and Photos
by
Bill Kankewitt

The helter skelter pace keeps up for nearly half an hour.

Ten minutes before ice time, coach (Drake) scurries into the madhouse to do his skates. While lacing up, he fires a volley of questions at his managers to gain awareness of the current situation. "Who's hurt... where's Wiste... did the new sticks come in..."

Once filled in, the coach is quick to respond with the plans for the day's practice and what help he will require from the managers. Sets of brightly colored practice jerseys are to be handed out to the assigned lines. Each line or set of defensemen is to sport a different color. Pylons are to be taken to iceside ready for use in skating drills.

Jim is informed that he is to play the role of referee late in the practice as Drake wants his centers to practice face-offs.

While Drake puts his charges through their warm-up exercises, the managers are busy folding towels, replacing sticks and filling the water bottles. During scrimmage, charts are maintained to keep track of the individual player's performance.

At 6:30 p.m. practice is over and the work really begins.

Jerseys are shed anywhere, equipment is thrown helter skelter and the boisterous shouts of the players drown out the managers' pleas for neatness and order.

There are players to untape and new hurts to treat. The floor must be cleaned of equipment or the janitors will refuse to do the floors.

Afterwards... well, a cold supper and an abbreviated evening at the books.

Jim, who already possesses a physical education degree, is a second year grad student in educational guidance. John is a second year science student from Kimberly who has designs on medical school. Both are top students.

... time taken up by studies and managing

Jim is newly married and finds the time taken up by his studies and managerial duties leaves him a minimum of time at home. But his wife, Elaine, is a secretary in the physical education department which gives her a good understanding of Jim's desire to help the team.

However, they will have plenty of time together next fall when Jim heads back out to his home country around Bruce, Alberta to embark upon a teaching career.

On the other hand, John is single, living in residence, and finds the demand on his time excessive. His marks must be A-1 if he hopes to make it into medical school.

The toughest times for the managers are the weekend road trips which see them perform the most important of their duties. Tight financing permits only one manager making most trips. The other must sit at home sweating out the final results of the game until the late sports news on the radio makes or breaks his day.

On the road, the manager must handle airline tickets, meal money, pay all the bills (ie. hotel and taxi), charter buses and in general be a sheep-dog to a flock of 18.

Bed checks must be made, lost players must be found, and hotel managers who fear their building will be destroyed must be calmed. Team meals must be ordered and wake-up calls must be placed. Rounds of the rooms are made to stir up players who would rather sleep than eat.

When the game is on, the manager takes his place at one end of the players' box and mans the gate. He has to be alert to the player changes and be able to provide instant first aid to players and equipment. Time is valuable when the game is in progress.

If the headaches of managing are so many, why then would an individual undertake the position?

The answers are simple and quick. A love for the game... a love for the team... and the feeling of being an integral part of a complex machine. While the concrete rewards of the position are few, the intrinsic values are many.

... satisfaction of a job well done

Great friends are made—there is the thrill of victory and the satisfaction of a job well done.



HEAD MANAGER JIM STAMBAUGH
... arranging the Bears' uniforms

One aspect of the manager's job that usually goes unnoticed is the close liaison they provide between the coach and the players.

The managers are aware of the players' problems and at times can give the coach a better feel for the situations at hand. If players are hampered by scholastic, personal or injury problems it is best that the coach is cognizant of them so that he is able to act accordingly.

... managing does have its lighter moments

All is not blood, sweat and toil for the managers as they too can have their lighter moments. None of the managers the Bears have had over the past ten years have been whiz bangs at the sport of hockey.

However, every once in a while a manager will suit up for practice and try to match licks with the players. A classic incident occurred four years ago when manager Art Hooks donned the blades for a practice.

He jokingly asked coach Drake that if he managed to pot a couple of goals in scrimmage, would the

coach let him play the coming weekend in Denver.

Hooks scoring two goals in scrimmage was about as likely as Tiger Goldstick winning the world heavyweight boxing title. Coach Drake agreed and the rest of the story is history. People in Denver to this day are trying to figure out what that fat bow-legged skater was doing in a Bear uniform.

Stambaugh and Blackwell got their big chance to take to the ice lanes two weeks ago in Victoria. The team was shorthanded for the series against the pushover coast squad so Drake decided to dress the dynamic duo for a taste of action. Although hockey scouts aren't breaking down their doors, it is said that the two turned in a credible performance.

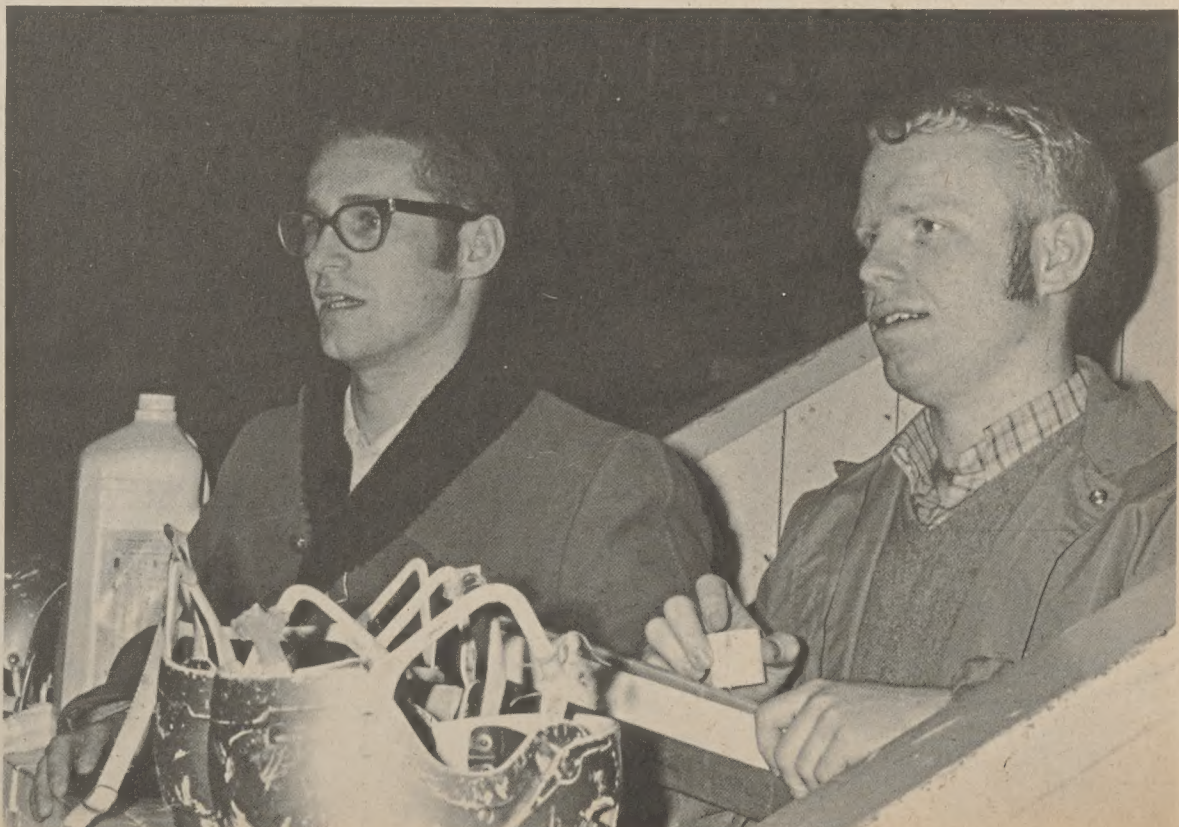
It can't be said that the managers are without a sense of humor.

Bear defense star Mike Ballash who had just got married at Christmas received a telegram from John who was home in Kimberly for the holidays.

Read at the reception, the telegram said, "... this is one time you will have to manage by yourself Mike."



JOHN BLACKWELL
... taping up



A BRIEF MOMENT OF RELAXATION FOR STAMBAUGH AND BLACKWELL
... one of the few they manage to get

Championships on March 7,8,9

Puck Bears draw bye in opening round

If current trends are any indication, history is about to repeat itself at the 1969 Canadian College Championships scheduled for Varsity Arena, March 7, 8, and 9.

By the looks of things at the moment, the same five teams that competed in Montreal last year will be back again this time for another crack at the laurels captured by our own Bears.

The Bears are back, representing the Western Canada Intercollegiate Athletic Association as are the Laurentian Voyageurs of the Ontario Intercollegiate Athletic Association.

But the other three spots have yet to be filled and won't be until after league playoffs this weekend. The University of Toronto and Waterloo will fight it out for the right to represent the Ontario-Quebec Athletic Association, while Loyola Warriors, who lost to Alberta in the final game last year, and Sherbrook University meet to decide the Ottawa-St. Lawrence Athletic Association winner.

In the Maritimes, four teams, St. Francis Xavier, St. Dunstan's, St. Mary's and Acadia are still in the running. St. Francis came out of that conference last year.

The draw for the tournament was announced Monday by organizer Chuck Moser. In the first game at 6:30 p.m. Friday, the

OQAA representative will meet Laurentian, while the Maritime winner will tangle with OSLAA champion. The Golden Bears swing into action Saturday as they meet the winner of Friday's first game. Game time is 2:30 p.m. In the evening encounter, the loser of the first Friday game clashes with the loser of Friday's second game.

Sunday morning at 10 a.m. the loser of the Alberta game will meet the winner of Saturday night's square-off for the con-

solation trophy, while the big championship contest is scheduled for 2:30 p.m.

All six games are slated for Varsity Arena, with seats for the series being available in a package deal—\$4 for students and \$8 for adults. Tickets for a single game will be available on a rush basis, provided that all the package deals haven't been sold. Ticket outlets are to be found at SUB information desk, The Bay and the Physical Education Office.

Team off to Denver for final prep

Denver, Colorado is 1,200 miles away.

Yet that city may hold the championship hopes of the hockey Golden Bears.

Bears travel to the southern city this weekend to tangle with the University of Denver Pioneers in a two-game exhibition stint. The games will be the Bears' final tests before the Canadian Championships here next week.

The Pioneers are defending U.S. College Champions and as such should give the locals the stiffest test of the year. And this is what the Bears need, as they have been faced with a lack of competition for most of the current campaign.

The Bears have never managed to defeat the Denver Club in some four years of play. This may be in part due to the fact that American college hockey is played under a different set of rules than is in vogue in Canada.

"There is no redline in college hockey down there," says the Bears' Bill Clarke, who played four years with Brown University in the Ivy League. Once the player has crossed his own blueline, he can shoot the puck down into the opponents' zone, without incur-

ring an icing. This speeds things up and consequently their game is much faster."

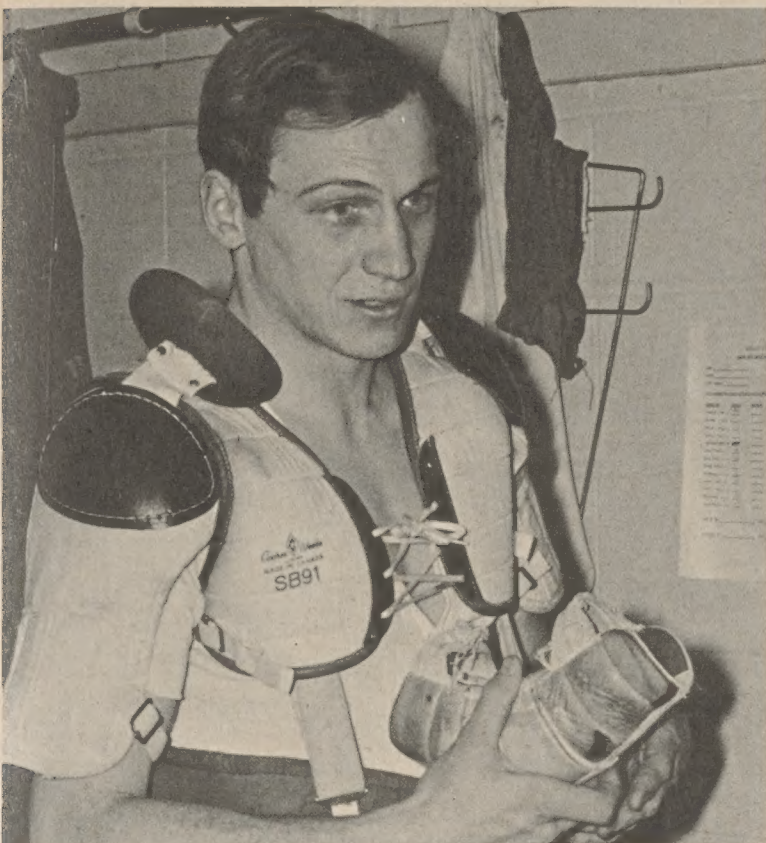
"But up here," Clarke continued, "you have to be a smarter hockey player to be successful. Speed isn't everything."

Another thing that Denver has going for them is the altitude factor. The city is some 7,000 feet above sea level.

"It's like skating uphill against a wind when you're not used to the altitude," says Wayne Wiste, a Bear stalwart who played with the Pioneers four years.

"That third period comes and you're really sucking for air. And once you get back home here, things seem a lot easier."

The Bears will go into the series relatively injury-free. Gerry Hornby has shaken off a pulled leg muscle picked up two weeks ago in the Victoria series, while Wayne Wiste's injured right shoulder has responded well to treatment. As well, Don Darling, out since early January with a damaged leg, is back on skates and should be ready to go if called upon. But as his replacement, Harvey Poon, has been playing so well lately, Darling may have a tough time cracking back into the lineup.



—photo by Bill Kankwitt

BEAR FORWARD BILL CLARKE

... suiting up for practice

B'ball Bears hope to break jinx

by bringing national title out west

By JOE CZAJKOWSKI

Alberta Golden Bears have been consistent winners in the WCIAA basketball league.

It has earned them the right to represent the league in the national finals to be held in Kitchener-Waterloo on March 6-8.

It may also have earned them the right to finally meet their Waterloo (as in Napoleon, not as in Ontario).

The East has been up until now

a traditional burial ground for Western basketball teams. Western clubs have come close to taking the honors but have never quite managed to break the barrier since the Canadian Championships were instituted in 1963-64.

Bears in 1964-65 placed fourth in the country and Calgary in the following year placed second. In the last two seasons UBC has placed second and third. But no winners.

Now, it's again the Bears turn to attempt to bring the laurels to the West. Prospects don't appear to be any better this year, however, than in years gone by. At least they're not worse.

Of the five conferences represented in the Canadian Championships, Ontario-Quebec (OQAA), Maritimes (MIAA), Ontario Intercollegiate (OIAA), Ottawa-St. Lawrence (OSLAA) and the WCIAA, teams from the OQAA seem to be the ones to beat. This hasn't changed from past years.

It appears as if the University of Windsor will represent the OQAA in the nationals. This will be decided this weekend in the OQAA play-offs. At any rate Windsor has a solid history of performing well in the nationals and has twice in the five year history of the National Collegiate Basketball Championships come away Canadian title holder.

The representatives from the other conferences are also as yet undecided pending play-offs, however it appears that the likely conference winners will be Acadia (MIAA), Loyola (OSLAA) and Waterloo-Lutheran (OIAA).

American talent

All these teams, especially Windsor and Loyola, draw heavily on American talent. It's available to them simply because of their nearness to the American border.

There is one consolation for Alberta fans. The Bears will be sending down one of the strongest teams Alberta has ever had to compete in the championships.

Their chances of finishing first among the five league winners aren't all that high but at any rate they should improve on their fourth place finish of 1964-65.

The calibre of Western basketball isn't yet up to a par with the East or rather the OQAA, or at least hasn't been up to now. But then who knows? Underdogs often come out winners in the end.

gary. Bears lost only two games in their schedule—those to the Bisons.

Lack of competition nearly killed the Bears in the race for the pennant. The club had a long stretch in the schedule where they met only second rate clubs and thus learned to take it easy. When the time came for an all-out effort against the better clubs in the conference, the Bears nearly faltered.

This was especially evident in Saskatoon when the club trailed throughout the game, then finally found their form and came on to net their final basket with but three seconds on the clock. It was a big one in a 69-68 win. Back in form, they clobbered Saskatchewan by 30 points the next night.

What have the basketball Bears done this season? They've only won the WCIAA pennant and a crack at becoming national champions. Nothing to complain about, is it.

FINAL BASKETBALL STANDING

	GP	W	L	Pts.
Alberta	20	18	2	36
Manitoba	20	16	4	32
Saskatchewan	20	11	9	22
Regina	20	7	13	14
Calgary	20	4	16	8
Winnipeg	20	4	16	8



—photo by Bill Kankwitt

GOALTENDER DALE HALTERMAN—is going through practice sessions this week wearing a rubber sweatsuit. It's not known whether his wife or the coach ordered him to wear it.

Election Friday . . .

Candidates for arts rep on council

Friday, arts students go to the polls to choose their representative on students' council. Only full-time students registered in the Faculty of Arts are eligible to vote.

The following are the platforms for six candidates for the seat.

Bill Bradley

Apart from the general platform for which I stand as stated on my posters, there are two basic concerns which I believe are most important to Arts Students of this university. As Arts representative to the Students' Council I will strive for:

1. The recognition of the importance of Arts students within our university: I know Arts students are sincerely concerned about the world in which we live. Those in the Humanities and Social Sciences have much to contribute to the understanding and affairs of our world. To better solve problems of university requires much greater representation by Art students on the Students' Council.

2. The identification of Arts students within departments: I maintain that we as Arts students can show other faculties how to break down the impersonality demanded within the university as a bureaucratic institution. I personally postulate that this most basic problem may be improved by:

(1) Greater student representation and participation at the departmental level concerning all matters of student affairs.

(2) The construction and development of facilities within all departments to encourage some kind of group participation, communication, and identity for Arts undergraduate students. Such facilities as staff-student coffee rooms and undergraduate office facilities would be desirable. I have seen and experienced situations where such a system has been very successful. I would like to see complete reorganization in structure, size and importance of the Campus Development Committee and the University Planning Committee providing them with greater student influence.

Kim Hancock

This campaign is more than political. It is a mobilization of the concerned mass of arts students into an effective body of unstructured chaos. Some people will not understand and we expect to be stoned. Our actions, however, will liberate many from the bondages of close-mindedness and we shall realize together the beauty of naked bodies.

This will be the first step along the path of freedom from the ultra-structure's repression of natural human interaction. From here as One, we will realize the essence arts studenthood.

Brian Kaliel

Points in my platform include:
• Voluntary physical education: It is for the individual, not the university, to decide what is good for the individual. The present

system of compulsory first year physical education should be replaced by a voluntary program offered on a non-credit basis to interested students in all years.

• A representative Arts Union: This organization should eventually become representative on a classroom basis resulting in potential communication with and for every Arts student. This would give the individual a greater opportunity to influence his future.

• A students' Bill of Rights: The student generally does not know where he stands in relation to his community. He must have some knowledge of his legal definition and rights. This could be accomplished by the writing of a Students' Bill of Rights.

• Wider representation on Students' Council: The larger faculties, such as Arts, should have representation on students' council which is more in line with their populations. As well, groups with special problems and interests, such as residences, need a voice on council.

Curtis Long

I want to set before you a general statement of my principles.

First, many students exercise a democratic privilege of not being publicly vocal, of not becoming involved in the intricacies of student government or student dissonance. Many of these students vote, many do not. These are becoming the forgotten student. They do not get publicity because they do not lead teach-ins or protest marches. They study and carry on a full social life, attending classes, meeting friends. The quietness and steady responsible pursuit of an education by this student many condemn as apathy.

I choose to interpret the will of this vast majority as an acceptance of the basic way of life of our university. I oppose with these many students those who would uproot

our university and its background to replace it with nothing, and I oppose those who damage and blacken our responsible and responsive student image by packing Students' Union elections or demolishing computer centres.

I accept and believe in our way of life at the University of Alberta. There are major problems, but despite their importance, they are not basic faults, but rather specific hindrances that have simply stood out against our changing times. There are problems and these I resolve to help remedy—one by one—pragmatically and responsibly.

In the coming year I propose specific goals:

1. Students need voting representatives on the Arts Faculty and its committees. This is most important and can be decisively achieved by communication—not confrontation—with the Arts Faculty.

2. With the above, we must help guide curriculum content, re-open the question of compulsory courses, and examine the trimester system.

3. We need a new cafeteria east of SUB.

Ina van Nieuwkerk

The Faculty of Arts has been lying in the bed of stagnation too long. It is time for it to rise and examine its needs and find answers to its problems. Some areas of need as I see them are:

1. A need for more representative members on the student council;

2. A need to establish Arts seminars in order to hear student views through an informal atmosphere;

3. A need for more interaction and communication between departments in the faculty, faculty and students; faculty and student council;

4. A need to reassess the desir-

ability within the faculty of compulsory courses;

5. A need for development of new courses and re-evaluation of the old ones;

6. A need for informing more students;

7. A need for action on parking and housing;

8. A need for a policy on tuition fees;

9. A need for improving eating facilities on campus.

My platform can be used to bring change—not through violence but by a united effort involving you, the student and your further ideas. As your representative I will not work for you but I will work WITH you.

Andy von Busse

Since it is the duty of every elected representative to REPRESENT his constituents, and not his views, it is important that such a person is elected. In offering my platform, I hope that it will be apparent that, if elected, I will be TRULY representative.

To ensure representativeness:

• I will set up an office with regular hours to allow students to come and talk about what actions they think should be undertaken.

• On major issues confronting students' council, I will conduct surveys in the Faculty of Arts and push for campus wide referendums.

• Work for rep-by-pop in faculties. It is not fair that the smallest faculty has the same voice on council as the largest.

Other Major Platform Points:

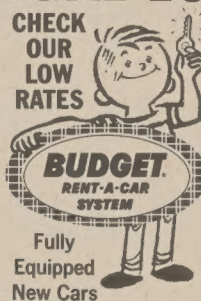
• Student Bill of Rights—no action has been undertaken since the issue first came up. I will investigate why the committee has taken so long in coming up with a report.

• Vending Machines. The Bay is making \$100,000 a year on the vending machines. These machines should be student owned and operated.

• Action on student housing. Initiate help from student council in setting up student co-op housing.

• Parking. The parking problem is increasing. I will look into all possible solutions.

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THE STUDENTS UNION AND WOODWARD'S PRESENT...

Feliciano!

International Recording Star, Jose Feliciano, will be featured in this year's edition of the Miss University of Alberta Pageant. Also featured will be an exciting style review highlighted by the Crowning of Miss U of A.

THURS. MARCH 6
8 P.M.

THE JUBILEE
AUDITORIUM

Tickets at SUB \$2.50—\$3.00—\$3.50

